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The use of personality tests to make employment decisions

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THE USE OF PERSONALITY TESTS TO MAKE EMPLOYMENT DECISIONS

A Thesis

Presented to the

Department of Counseling

and the

Faculty of the Graduate College

University of Nebraska

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

University of Nebraska at Omaha

by

Judi Biniamow

March 1996

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THESIS ACCEPTANCE

Acceptance for the faculty of the Graduate College,
University of Nebraska, in partial fulfillment of the
requirements for the degree Master of Arts, University of
Nebraska at Omaha.

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3-13-96

Abstract

The purpose of this study was to investigate the accuracy of performance predictions made about job applicants on the basis of information obtained from a computer-generated personality profile and an interview transcript. Fourteen employees of a midwest company, posing as job applicants, completed the Wonderlic Comprehensive Personality Profile (CPP) and answered six interview questions. Another group of individuals, referred to as the Evaluators, read the CPP computer-generated personality profiles and the interview transcripts, and answered questions regarding the expected job performance of the Applicants. The Evaluators were divided into two groups: Human Resource Evaluators and non-Human Resource Evaluators. The Applicants and their supervisors formed five groups based on their jobs.

The evaluators' ratings that followed their review of the personality test profiles were compared to the ratings of the job applicants' supervisors who answered equivalent questions. The evaluators' ratings that followed their review of the interview transcripts were also compared to the ratings of the supervisors. The evaluators' ratings that were based on their review of the personality test profiles were compared to their own ratings that were based on their review of the interview transcripts. Finally, there was a comparison between the Human Resource Evaluators' ratings and the non-Human Resource Evaluators' ratings.

This study found statistically significant differences between the ratings provided by the Evaluators and the

ratings provided by the supervisors when the Evaluators' ratings were based on the personality test profiles. The difference between the Evaluators' ratings and the supervisors' ratings were not statistically significant when the Evaluators' ratings were based on the interview transcripts.

Another aspect of this study was the examination of the differences between the Evaluators' ratings that were based on the personality test profiles and their ratings on the same questions about the same Applicants that were based on the interview transcripts. This analysis found a significant difference between the personality test profiles ratings and the interview transcript ratings for 17% of the questions.

The study also looked at the differences in ratings between the Human Resource Evaluators and the non-Human Resource Evaluators. The differences between these two groups were not found to be statistically significant when their ratings were based on the personality test profiles or the interview transcripts. Effect size values, however, were found to vary between small and large. The HR Evaluators gave ratings that were closer to the supervisors' ratings when the personality test profiles were used. The non-HR Evaluators gave ratings that were closer to the supervisors' ratings when the interview transcripts were used.

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- * The employees of the target company who were gracious enough to participate in my research,
- * The individuals in the community who served as Evaluators,
- * And, of course, my family and friends, all of whom I love very much.

Dedication

This book is dedicated to:
my wonderful children, Kevin and Cari,
their soulmates, Amy and Tony,
and, my precious grandson, Cameron.

You have inspired me more than you can imagine,
and I love you with all my heart.

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Chapter I

The Problem

Introduction

A survey of 500 human resource professionals ("Testing Report", 1992) indicated an expectation that tests would be used in greater numbers in the near future. Reasons given for this increased use included the passage of the Americans with Disabilities Act of 1990, the need for businesses to be more creative and flexible in the use of employees' skills and strengths, illiteracy, and charges of negligent hiring.

There are many types of tests available to employers. Aptitude, achievement, and integrity are all purported to be measured by tests, as are drug and alcohol use, psychological adjustment and personality variables.

While it is not difficult to assess a specific skill such as math or data entry, it is a different matter to attempt to measure one's personality. There needs to be a definition of personality to indicate exactly what is going to be measured. Personality might be defined as one's characteristic way of behaving. Another definition might be one's values, goals, beliefs, feelings, and temperament. Some people might think of personality as all of these variables or some of them in various combinations. A very simple definition of personality is "that combination of qualities and characteristics that distinguishes one individual from another" (Arthur, 1994, p. 96). Another definition is "an individual's unique and relatively unchanging psychological characteristics and behavior patterns" (Coon, 1989. p. 423). One has to wonder if it is possible to measure such a

nebulous construct like personality with any degree of certainty.

If it is difficult to define and measure personality, it may be even more difficult to define and measure the personality that is actually necessary to be successful in a specific job. It is this task, however, that is required by the Uniform Guidelines on Employee Selection Procedures, an order adopted by the United States Equal Opportunity Commission (and other federal agencies) in 1978 (Arthur, 1994). These guidelines are intended to "provide a framework for determining the proper use of tests and other selection procedures when they are to be the basis for any employment decision" (Arthur, p. 8). Failure to abide by these guidelines -- that is, failure to validate the test being used to make an employment decision -- opens the door to charges of discrimination and costly litigation procedures.

Test publishers are aware of these guidelines and there certainly are many publishers who go through the lengthy process of validating an appraisal instrument. However, validating the actual test is only part of the problem. The manner in which the test is used also needs to be valid. When an employer decides to use a packaged personality test to hire an accountant, or a secretary, or a salesperson, there exists the problem of knowing which personality characteristics are needed to be successful in that particular job in that particular company. A thorough analysis of the job, the organization, and the characteristics of people who have previously been successful in that job in that company would be an appropriate place to

begin.

According to the Omaha Business Profile published by the Greater Omaha Chamber of Commerce (1995), there were (in 1992) approximately 297,344 individuals working at 17,171 establishments in the Omaha Metropolitan Statistical Area (MSA). Of the 17,171 establishments, 14,599 (85%) employed fewer than 20 people; 16,174 (94%) employed fewer than 50 people. It is unlikely that companies with fewer than 50 employees (the vast majority of Omaha companies) have one individual on their staff whose primary job is to manage the human resource function, including ensuring that the company's employment practices are valid and non-discriminatory.

Statement of the Problem

Considering the makeup of the employer base in Omaha, it is possible that someone who is not experienced in the complicated employment function (but is nevertheless charged with occasional hiring) may not only look to various tests, including personality tests, in making hiring decisions, but may also have inadequate knowledge of appraisal instruments to critically examine them for validity, reliability, or the need to review individual items with test-takers. Thus, these individuals may make decisions about hiring or not hiring someone on the basis of incorrect information without ever questioning the validity of that information. Of course, this possibility exists in large organizations also if the person charged with overseeing the Human Resource function has not been adequately trained or does not take the responsibility of test validation seriously.

Purpose of the Study

This study examined the difference between expected performance of job applicants and actual performance ratings given to these same people by their supervisors. The purpose was to investigate the accuracy of judgments made by individuals who read the personality profiles and interview transcripts of job applicants, and based their predictions solely on those profiles and transcripts.

Questions to be Answered

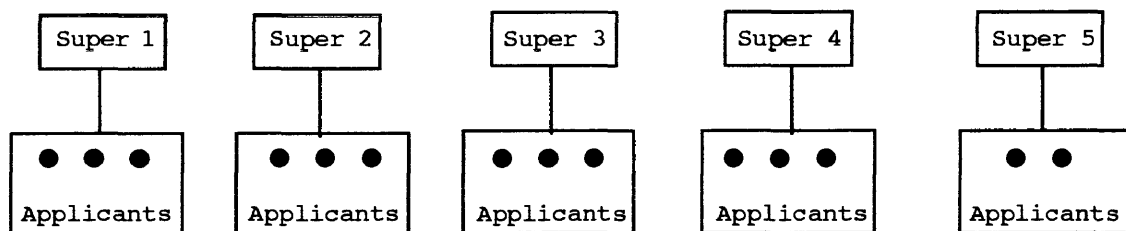
Four questions were explored:

1. Is there a difference between the expected performance of job applicants and the actual performance of those same people when the expectations are based on:
 - a.) personality test profiles;
 - b.) interview transcripts?
2. Is there a difference between the ratings assigned by Human Resource professionals and non-Human Resource professionals regarding the expected performance of job applicants when the expectations are based on personality test profiles?
3. Is there a difference between the predictions made based upon the review of personality test profiles and those made based upon the interview transcripts?
4. Is there a difference between the ratings assigned by Human Resource professionals and non-Human Resource professionals regarding the expected performance of job applicants when the expectations are based on interview transcripts?

Delineation of the Research Problem

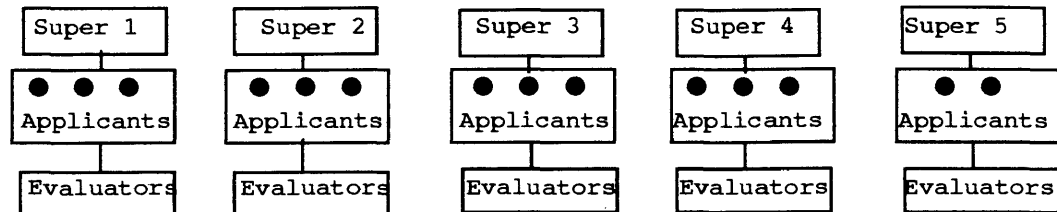
There were three groups of subjects for this study. The first group included 14 employees of a midwest company, each of whom worked at a job which was similar, if not identical, to one or two other employees. Thus, there were five distinct sub-groups, four of which consisted of three people doing the same job, and one which consisted of two people doing the same job. These 14 people were referred to as the Applicants.

The next group of subjects were the 5 supervisors of the 14 employees (Applicants) described above. Each group of employees had a specific supervisor. A visual representation of the first two groups of subjects follows:



The third group of subjects were the individuals who were not affiliated with subject groups one and two, and whose jobs were either a) Human Resource professionals or b) non-Human Resource professionals who were responsible for the occasional hiring of individuals for jobs. This third group of subjects was referred to as the Evaluators. They responded to questions regarding the 14 employees who, posing as job applicants, completed both a personality assessment and an interview. The ratings provided by the Evaluators were compared to the ratings on equivalent questions asked of the supervisors to determine the difference and, ultimately, the accuracy of the Evaluators' predictions. Each Evaluator was

asked to review the personality profiles and, later, the interview transcripts of three Applicants. A visual representation of all three subject groups follows:



The ratings of the Evaluators were compared to the ratings of the supervisors to determine if a significant difference existed. Human Resource and non-Human Resource Evaluators' ratings were examined separately to determine the difference between their ratings, and also if one group of Evaluators' ratings resulted in more of a difference from the supervisors' ratings than the other group. An additional breakdown was made between the ratings that followed the reading of the personality profiles and the ratings that followed the reading of the interview transcripts to determine if one condition resulted in more of a difference with the supervisors' ratings than the other.

Due to the small number of subjects being used, it was never intended that the results of this study be generalized beyond the scope of this specific investigation. However, the results will be used as the basis for considering possible patterns of judgment-formation and suggestions for future research topics.

Statement of Hypotheses

1.) The first hypothesis formed for this research was that there would be a significant difference between the Evaluators' ratings on the questions that followed their

review of the personality profiles and the supervisors' ratings on the equivalent questions.

2.) The second hypothesis was that there would be a significant difference between the ratings provided by the Human Resource Evaluators and the non-Human Resource Evaluators when their ratings were based on the personality test profiles.

3.) The third hypothesis was that there would be a significant difference between the Evaluators' ratings that were based on the personality test profiles and their ratings that were based on the interview transcripts.

4.) The fourth hypothesis was that there would be a significant difference between the ratings provided by the Human Resource Evaluators and the non-Human Resource Evaluators when the ratings were based on the interview transcripts.

Importance of the Study

The importance of this study can be considered from a business point of view as well as an ethical point of view. From a strictly business point of view, there is a substantial cost involved in the selection process. An employer who makes an informed and prudent decision regarding an applicant will save the cost of repeating the process when an inappropriately selected candidate must be replaced or when a job applicant who may very well have been appropriate for the job is turned away. Furthermore, there is an even greater cost involved in terms of time and money when an applicant, disgruntled about the use of a test which is perceived to be unfair or unrelated to the job in question,

files a charge of discrimination with the Equal Employment Opportunity Commission. Even an unfounded charge will result in the expense of a response to the charge. Another concern of business managers is the public image that is created in the minds of both job applicants and customers (job applicants may also be customers of the company) when a personality assessment is used inappropriately in the job screening process. This practice could make it more difficult to attract job applicants and, even, customers.

From an ethical point of view, one which applies to all professions which use an appraisal instrument such as a personality test, it is irresponsible and possibly unethical to take test results, especially damaging test results, at face value without exploring the reasons for those results. The American Counseling Association's Ethical Standards spells out in Section C (Measurement and Evaluation) the organization's expectations of its members regarding the use of testing instruments (Corey, Corey, & Callanan, 1993). The code specifically states:

2. The member must provide specific orientation or information to the examinee(s) prior to and following the test administration so that the results of testing may be placed in proper perspective with other relevant factors. In so doing, the member must recognize the effects of socioeconomic, ethnic, and cultural factors on test scores. It is the member's professional responsibility to use additional unvalidated information carefully in modifying interpretation of the test results. (Corey et al, 1993, p.402).

Delimitations of the Study

This study was limited to the investigation of one dependent variable which was a group of six questions, some of which contained subquestions, that were asked of both the Evaluators and the supervisors in equivalent forms. The same questions were asked of the Evaluators after both the review of the personality test profiles and the review of the interview transcripts. Thus, the process was: a.) Applicants completed the personality test; b.) Applicants completed structured behavioral interviews; c.) Evaluators reviewed the personality test profiles and answered the questions; d.) Evaluators reviewed the transcripts of the interviews and answered the same questions; e.) supervisors answered an equivalent group of questions about their employees (the Applicants); and f.) differences were determined between the answers provided by the Evaluators and the answers provided by the supervisors. Evaluators received the personality test profiles and the interview transcripts on separate occasions to decrease the chance of simply duplicating the answers to the questions which followed the profiles and the transcripts.

Definitions of terms

The specific terms used in this study are defined as follows:

1. Applicant: an individual who posed as a job applicant and completed a personality assessment and an employment interview.
2. Evaluator: an individual who read the personality test profiles and interview transcripts of Applicants, and

answered questions based on that information.

3. Human Resource professional: a person whose primary job involved responsibilities associated with the Human Resource function of a company including the routine screening of job applicants.

4. Interview transcript: the typed version of an interview that has been tape recorded

5. Non-Human Resource professional: a person whose primary job involved the operation or management of a business (such as the company accountant) and occasionally involved interviewing and/or hiring individuals.

6. Patterned behavior description interview: an interview which is based on a critical incident job analysis, and focuses on actual behavior that occurred in the past.

7. Personality assessment/test: an instrument that purports to measure personality characteristics.

8. Personality test profile: the summary description of an individual's personality that was generated by the computer after inputting the individual's responses to the test questions.

9. Situational interview: an interview which is based on a critical incident job analysis, focuses on hypothetical behavior oriented toward the future, and uses behavioral rating scales to record evaluations.

10. Structured behavioral interview: an interview which is based on a critical incident job analysis, focuses on past behavior, and rates the interviewee's answers on scales anchored with behavioral illustrations.

11. Supervisor: an individual who was the actual supervisor

of two or three of the job Applicants.

Organization of this Report

Chapter 1 served as the problem definition for this thesis. Contained in Chapter 1 were the following topics: introduction, purpose of the study, questions to be answered, delineation of the research problem, statement of hypotheses, importance of the study, delimitations of the study, and definitions of terms.

The focus of Chapter 2 is the literature review. The study of the use of personality assessments to make employment decisions could not be done without considering other relevant information. Companies could rely on the employment interview to make the hire/no-hire decision without going to the expense of purchasing personality test packages. Thus, the employment interview was an important topic to be explored in the literature review. It was important to study the reasons that companies use personality assessments and what they expect to learn from the devices. Finally, it was important to review the literature about how people make decisions using subjective information, and of what importance subjective information is to the person who is responsible for hiring employees.

Chapter 3 describes the methods that were used in this study. The main topics covered in Chapter 3 are: research methods, research design, null hypotheses, population and subject selection, procedure, data collection, data processing analyses, methodological assumptions, limitations, and conceptual hypotheses.

Chapter 4 describes the results of the study.

Chapter 5 provides a review and discussion of the study, as well as recommendations for future research.

Chapter 2

Review of the Literature

Related Literature on the Employment Interview

The employment interview has been examined extensively in the literature. McDaniel, Whetzel, Schmidt, and Maurer (1994) conducted a meta-analysis of interview research and found that seven major reviews of interview research had been done prior to theirs. The purpose of their review was to investigate the validity of the interview, and they found that the structured interview was more valid than the unstructured interview, especially when the content of the interview was job-related.

A number of studies examined the structured interview. For example, one study found that the structured interview had incremental validity beyond that of cognitive ability tests to predict performance on the job (Campion, Campion, & Hudson, 1994). Huffcutt and Arthur (1994) reported similar results. Wiesner and Cronshaw (1988) reported a meta-analytic investigation of interview structure as it relates to interview validity. Their findings indicated that structured interviews not only had "higher predictive validity coefficients than unstructured interviews" (p.286), but they were comparable to other employment predictors including mental ability tests. These investigators concluded that the interview was a generally good method of employee selection.

Behavior description interviewing, a form of structured interviewing, was spelled out by Janz, Hellervik, and Gilmore (1986). A behavior description interview starts with a thorough job analysis to determine critical incidents

(behavior descriptions). Behaviors are determined to be effective or ineffective in the performance of the job. Finally, interview questions are developed based on the critical incidents that are important to the job in questions. A featured speaker at a seminar sponsored by the Human Resource Association of the Midlands (Stark, 1995) indicated that the first step of this process -- the job analysis -- takes an average of three days for each position.

Another study (Motowidlo, Carter, Dunnette, Tippins, Werner, Burnett, & Vaughan, 1992) described the differences between the situational interview (which focuses on hypothetical behavior), the patterned behavior description interview (which focuses on actual historical behavior), and the structured behavioral interview (which is based on a critical incident job analysis).

Additional studies related to the structured interview format included the effect of aural and visual cues on the validity of the interview (Motowidlo & Burnett, 1995), and the effect of interviewer and interviewee race and age similarity on interview ratings (Lin, Dobbins, & Farh, 1992). Several studies focused specifically on the situational interview. For example, Weekley & Gier (1987) used the situational interview format to interview applicants for a sales position. They reported a validity coefficient, corrected for attenuation in the criterion, of .47. Latham and Saari (1984) found a significant correlation between the situational interview and observations of supervisors and peers. A study of a variation of the situational interview, the low-fidelity simulation, found this approach to be valid

in the selection of entry-level managers.

Nonverbal behavior in the interview was the focus of several studies, and applicant nonverbal behavior was found to be the reason for some differences in interviewer judgments and decisions. Forbes & Jackson (1980) studied 101 interviewees and found that direct eye contact, smiling, and head shaking or nodding occurred more often in those interviews which resulted in a decision to accept the applicant than in those interviews which ended in an unsure or no-hire decision. Gifford, Ng, & Wilkinson, (1985), questioning the ability of an interviewer to correctly assess a job applicant's true qualifications when influenced by nonverbal behaviors, found that social skill was more accurately inferred from nonverbal cues than applicant motivation. In fact, applicant motivation was actually misinferred.

Tullar (1989) studied the influence of the relationship between interviewer and interviewee on the outcome of the interview. Several researchers studied interviewer behavior (Dougherty, Turban, & Callender, 1994; Graves, 1993).

The above-cited literature represents a small portion of available research regarding the interview. While much of what was reported indicated that the employment interview has the potential to be a valid method for selecting employees, one investigation which was cited often in the literature (Arvey & Campion, 1982) was not so optimistic.

Thus, there are mixed opinions on the usefulness of the employment interview and, furthermore, those who support the validity of the interview often suggest that its validity is

based on complex and time-consuming rules for planning, conducting, and controlling the interview. Perhaps this complexity is one of the reasons why employers look to tests to help them make hiring decisions.

Related Literature on Personality Assessment Instruments

The role of personality in successful job performance and the measurement of personality variables has been studied as extensively as the employment interview. Early research on the validity of personality measures in employment decisions was pessimistic (Guion & Gottier, 1965). This is similar to the early research on the employment interview. However, a meta-analytic review by Tett, Jackson, and Rothstein (1991) established support for the use of personality scales in personnel selection, especially when job analyses were done to select relevant trait scales (much the same as was recommended to develop a structured interview). These authors went on to say, however, that "individual differences in personality pose a severe challenge to personnel decision-makers, and meeting this challenge will require careful analysis of both the person and the job" (p.732).

A great deal of literature has been written about the reliability and validity of tests in general and personality tests in particular. One study found that careless responding by the test-takers could reduce the criterion-related validities of the constructs being measured (Hough, Eaton, Dunnette, Kamp, & McCloy, 1990). Studies of test-retest reliability found, in one case, that recall did not seriously contaminate reliability (McKelvie, 1992), and, in another case, a reliability coefficient of .91 was obtained for an

integrity test (Rafilson, 1989). This is important information in light of the fact that some of the same assessment devices are being used by many different employers and may be taken by a single job-hunting applicant several times.

There have been studies of concurrent and predictive validity designs (Kennedy, Baltzley, Turnage, & Jones, 1989; Barrett, Phillips & Alexander, 1981). Peer-ratings were found to have higher correlations with a personality test when aggregation of raters and items was utilized (Cheek, 1982).

The importance of the validity of the test itself is underscored by the 1971 Supreme Court decision in the *Griggs v. Duke Power* case. Among other things, the decision affirmed that "tests or other measuring devices can be used only when they can be shown to have a demonstrable relationship to actual job performance" (Caruth, Noe, & Mondy, 1988, p. 40).

Many studies examined the specific personality variables that seem to be important to successful performance of certain jobs (Day & Silverman, 1989; Baehr & Orban, 1989; Lorr & Strack, 1994; Bartram, 1992). Day and Silverman (1989) found that three personality scales - orientation towards work, degree of ascendancy, and degree and quality of interpersonal orientation -were significantly related to important areas of the job performance of accountants. However, they added this caution in their closing remarks: "It is apparent that personality measure can be beneficial for prediction, but their use in selection research requires a careful match of relevant scales to the occupation and organization in question" (p.35).

Some investigations looked at personality tests from the perspective of the test-taker. For example, Schmit and Ryan (1992) examined the effect of test-taking disposition on the results of the test. Their findings suggested that highly motivated test-takers, in an effort to present themselves in a favorable light, answered the questions in such a way that their results were less valid than less-motivated test-takers who answered the question in a manner that reflected their true characteristics. Faking was also studied and reported by Bass (1957).

Arvey, Strickland, Drauden, & Martin (1990) studied motivation as it relates to test-taking, while another study (Rosse, Millier, & Stecher, 1994) examined job applicants' reactions to personality tests. They found that job applicants' reactions were less positive in situations involving both an interview and a personality test than in situations involving only an interview or an interview, personality test and an ability test. They concluded that there was at least some support for the idea that job applicants object to the use of personality tests in the selection process.

Another study examined the reactions of job-seekers to 13 selection procedures and found that personality inventories were viewed in a neutral manner while selection methods with apparent content validity were preferred (Rynes & Connerley, 1993).

A final consideration regarding the use of personality tests has to do with what is referred to as "situational specificity." According to W.R. Manese (1986), "situational

specificity is used to describe the tendency for behavior to be dependent upon the context in which the person finds himself" (p. 37). In other words, a person may demonstrate personality characteristic "A" in one situation, but not in another. Thus, there cannot be an assumption that a personality characteristic is constant.

Related Literature on Subjective Decision-Making

Given the fact that a hiring authority may have interview and/or test result information at his or her disposal, what does he or she do with that information? One study (Forsythe, 1990) suggested that information about job applicants may be tainted by the clothing that the applicants wear. Another study found that the mood of the interviewer affected the rating that was given to the job applicant and even the extent of the information recalled about the job applicant (Baron, 1987). Wexley and Youtz (1985) found that the belief systems of raters about people in general affected their observations, recall, and, ultimately, their ratings of others.

A number of researchers who examined over-confidence in decision-making found that many people were wrong when they were certain that they were right (Fischhoff, Slovic, & Lichtenstein, 1977; Dunning, Griffin, Milojkovic, & Ross, 1990; Lichtenstein & Fischhoff, 1977). The study by Fischhoff et al. (1977) suggested that extreme overconfidence can be a result of a variety of conditions. One of those conditions is the need to make inferences from what one knows when faced with a question about which one has no information. (For example, when an employer uses a personality test to make an

employment decision, an inference is being drawn from the test results to the expected behavior on the job). According to the authors of this study, "people may be insufficiently critical of their inference processes. They may fail to ask 'What were my assumptions in deriving that inference?'" (p.562).

It seems apparent from this literature review that the task of conducting a valid interview, interpreting a personality assessment, and making a decision based on subjective information is complicated at best. None of the literature reviewed by this investigator examined the mistaken decisions made on the basis of personality assessments.

Chapter 3

Method

Research Method

The research method was experimental, and involved four independent variables and one dependent variable. The four independent variables were: a) the personality test profile, b) the interview transcript, c) the group of Human Resource Evaluators, and d) the group on non-Human Resource Evaluators.

There were two dependent variables. One was the Evaluators' ratings on the questions which followed both the review of the personality test profiles and the review of the interview transcripts. The other was the supervisors' ratings on the equivalent questions.

Research Design

This study used a nonequivalent-groups posttest only design. While the subjects in groups one and two (the Applicants and their supervisors) were not randomly selected, the third group of subjects, the Evaluators, were randomly selected and randomly assigned to Applicants. It was part of the design of the study and there was an attempt to include both Human Resource Evaluators and non-Human Resource Evaluators. However, there was no attempt to include a person from a particular profession in the study or assign any particular Evaluator to a specific Applicant. Thus, there was no attempt to locate an accountant to be part of the non-Human Resource group who would then be assigned to review the results of the test and interview of the accounting clerk Applicant.

One aspect of the design of this study was the pretesting of the questions asked of the Evaluators and the supervisors to determine, and achieve, equivalency. This was accomplished with the help of a research expert.

Another aspect of the design of this study was that 1) the Evaluators were not informed that the Applicants were actually current employees of a company, and 2) the Evaluators reviewed and responded to the personality test profile questions and the interview transcripts questions on separate occasions to reduce the chance that the answers to one set of questions would simply be repeated on the other set of questions.

The design can be diagramed as follows:

Groups	Treatment ₁	Posttest
Non-HR	Personality Test Profiles	Differences between Evaluators and supervisors
HR		

Groups	Treatment ₂	Posttest
Non-HR	Interview Transcripts	Differences between Evaluators and supervisors
HR		

Null Hypotheses

The null hypotheses for this research were:

1. There will be no difference between the Evaluators' ratings on the questions that followed their review of the

personality test profiles and the supervisors' ratings on the equivalent questions.

2. There will be no difference between the ratings provided by the Human Resource Evaluators and the non-Human Resource Evaluators on the questions which followed their review of the personality test profiles.

3. There will be no difference between the Evaluators' ratings on the questions that followed their review of the personality test profiles and their ratings that followed their review of the interview transcripts.

4. There will be no difference between the ratings provided Human Resource Evaluators and the non-Human Resource Evaluators on the questions which followed their review of the interview transcripts.

Population and Subject Selection

Prior to any subjects being solicited, the researcher submitted an IRB Application for Non-Therapeutic Research and received approval (#069-96). All of the subjects were at least 19 years of age or older. Both male and female subjects were used for this study.

There were three distinct groups of subjects in this study. The first was the group of people referred to as the Applicants. There were 14 subjects in the group of Applicants. The second group included the supervisors of the Applicants. There were five supervisors. The third group were those people referred to as the Evaluators. There was a total of seven Human Resource Evaluators who provided 21 evaluations following their review of the personality test profiles and nine non-Human Resource Evaluators who provided

27 evaluations following their review of the personality test profiles. Five of the Human Resource Evaluators and seven of the non-Human Resource Evaluators provided 15 and 21 evaluations (respectively) following their review of the interview transcripts.

To be included in this study, an individual needed to be a) a supervisor in the target company where the study took place who was responsible for the supervision and evaluation of at least three people all of whom did basically the same job; b) an employee of the target company who was supervised by one of the five supervisors and who did a job which was basically the same as at least two other people supervised by the same supervisor; or c) an individual completely disassociated with the target company who had no knowledge of the involvement of the target company in this study and whose job was either entirely responsible for selection of employees or whose job was occasionally responsible for the selection of employees.

Knowing that the results of this study would depend to a great extent on the willingness of the company's employees to perform activities which could feel threatening to some people, the researcher purposely targeted a company with which she had worked a great deal and with whose employees she was relatively familiar. The researcher believed that the long association would allow for a level of trust that she felt would be necessary to conduct the study.

Before any solicitation of subjects took place, an authorized representative of the target company was provided with information about the study and asked for permission to

solicit the company's employees to participate in the study. The company representative was assured that the company name and the names of the individual participants would not be disclosed in any way either during or after the study. In addition, the company representative was advised that the researcher would not be able to share any information regarding the individual employees who would be serving as Applicants gained from the personality test or the interview with any other company employee. Likewise, the information gained from the company supervisors regarding their employees would not be shared with any other company employee.

Once an agreement was established regarding the confidentiality of names and information, and permission was granted by the company representative, the supervisors of the company were solicited to participate in the study. Each supervisor was responsible for the management of a distinct job category (such as accounts receivable, warehouse, inside sales, and so forth). The reason that multiple job groups were utilized was to minimize the chance of sample error. The concern was that if only one job group was used, e.g. accounting clerks, and for some reason all of the accounting clerks presented perfectly clear and straightforward personality profiles and interviews, then the Evaluators would not be tasked to make decisions about people in the same way that they normally are in real life situations.

These supervisors were solicited first by the company representative who presented the request at a weekly supervisors meeting and obtained the names of those supervisors who were willing to participate. Then the

investigator phoned each of those supervisors to explain the study further and verify their willingness to participate. Once again, an agreement was reached regarding the confidentiality of employee and supervisor information. Finally, each of the supervisors who verbally agreed to participate in the study was sent a brief description of the study and an IRB consent form (see Appendix A) to sign and return.

Each of the supervisors who agreed to participate then approached his or her staff regarding participation in the study and identified three people who had the same basic job description and were willing to participate. However, one person who had initially agreed to participate later decided not to participate which reduced the number of subjects in one group to two. Each of the employees who agreed to pose as an Applicant was sent a brief description of the study and an IRB consent form (see Appendix A) to sign and return. As had been done previously with the supervisors, confidentiality was thoroughly reviewed to be sure that the employees understood that their supervisors would not have access to their personal information and the outside participants would not be provided with any identifying information.

The Evaluators were randomly solicited from a variety of community sources including: a) a directory of Human Resource professionals in Omaha, b) a list of individuals in the business community with whom the investigator was acquainted, and c) a list of companies reported by the Omaha Chamber of Commerce as having 50 or fewer employees. All of the Evaluators were solicited by phone call, personal visit, or

letter, with the majority solicited by letter (see Appendix C). The letter that the Evaluators received provided them with a brief description of the study, an estimate of the time it would take to complete the study, and an invitation to participate. Individuals who were interested in participating in the study were asked to call the researcher. The greatest percentage of Evaluators who agreed to participate in the study were responding to this letter and did so with a phone call to the researcher.

The original plan was to utilize three Evaluators for each Applicant. The reason for using three Evaluators was to set up a scenario that would be very similar to a real life selection process. It is not uncommon for three individuals from a company to interview and review the qualifications of a job applicant before a decision is made. Since the researcher was more concerned with the ability of non-Human Resource professionals to make employment decisions than Human Resource professionals, it seemed appropriate to use non-Human Resource professionals for two of the three Evaluator spaces and use a Human Resource professional for the third space. However, Evaluators continued to be solicited as the study proceeded due to the researcher's uncertainty that all Evaluators would follow through. This continuing solicitation of Evaluators and less than 100% follow through by those who initially agreed to participate resulted in an unequal number of Evaluators being assigned to each of the Applicants. Each Evaluator was sent an IRB consent form (see Appendix A) to sign and return at the same time that he or she was sent the first part of the study.

Each of the subjects who was classified as an Applicant and completed both the personality test and the interview was paid \$10.00. The rest of the subjects (the Evaluators and the supervisors) were not compensated.

Procedure

The supervisors were the first to be asked to complete a procedure. They were asked to fill out a Job Information Sheet (see Appendix B) describing the common job of their employees who were participating in the study. The Job Information Sheet asked the supervisor to: a) provide the title of the job; b) describe the purpose of the job; c) list six of the most important duties of the job; and d) describe the special knowledge, skills, or abilities needed to perform the duties of the job. The information provided by the supervisors was then used to: a) determine the interview questions that would be asked of the Applicants; b) provide a brief overview for the Evaluators of the job for which the Applicants were applying; and c) determine the questions that would be asked of the Evaluators and the supervisors about the Applicants.

The Applicants were then asked to complete a paper and pencil personality assessment device called the Wonderlic Comprehensive Personality Profile (CPP) (Wonderlic Personnel Test, Inc., 1993). The answers to the questions were entered by the researcher into the computer which then produced a profile report for each applicant (see Appendix D). The CPP allowed reports to be job specific which meant that those people who were applying for an Inside Sales job, for example, could have their answers evaluated in terms of that

specific position. The only exception was that there was no job specific report for thwarehouse Applicants. Therefore, a general report was utilized for them.

The reports that were generated by the CPP software were edited by the researcher to remove all references to individual names and gender. This was done by marking out such references with a magic marker. Gender references were removed in an attempt to eliminate another possible variable that could influence the ratings of the Evaluators.

The Wonderlic Comprehensive Personality Profile (CPP) is an 88-item questionnaire which, according to the CPP manual, is "designed to assess individual adult personality" (Wonderlic Personnel Test, Inc., p. 4). One of the uses of the CPP is purported by Wonderlic to be "better employee selection" (p.4). The publisher describes seven Primary and ten Secondary personality traits that are measured by this test. The Primary traits are emotional intensity, intuition, recognition motivation, sensitivity, assertiveness, trust, and good impression. The Secondary traits are ego drive, interpersonal warmth, stability, empathy, objectivity, independence, aggressiveness, decisiveness, tolerance, and efficiency. Various scales are then combined to form three interaction profiles which are temperament, ego style, and social style. Finally, a quadrant system is used to categorize the results of the test into four personality types: Driver, Motivator, Thinker, or Supporter.

The four personality types are described in the manual in terms of strengths and weaknesses as well as important career considerations. The computer-generated profile

provides the reader with a visual presentation of the test-taker's scores on the seven primary scales, including a stand-alone report of the test-taker's accuracy index and the meaning of that index. The Job Factor Compatibility portion of the profile reports scores for: a) Management Performance traits (e.g. "ability to make unpopular decisions"), b) Sales Performance traits (e.g. "ability to make new contacts [call courage]"), and c) Administrative Performance traits (e.g. "ability to cope with change and disruption"). These scores are ranked as very low, low, moderate, high, or very high.

The CPP Manager's Supervisory Report, another section of the CPP report, provides scores, once again, for the 7 primary traits, and, in addition, the 10 secondary traits. These scores are also ranked from very low to very high. In addition, the report provides explanations for the seven primary traits, the general meaning of low and high scores, and the specific meaning of the test-taker's scores in terms of a "general statement", "strengths", "improvement opportunities", and "supervisory recommendations."

If desired, additional reports can be generated including a "Sales Manager's Report", a "Sales Training Supplement", and an "Individual's Self Report."

The manual for the CPP indicates that the "present form of the CPP Questionnaire represents an analysis of over 400 personality and motivation assessment questions administered to 15,000 employees, applicants for employment, and students" (Wonderlic Personnel Test, Inc., 1993, p. 34). The publishers reported alpha reliability ranges from .74 to .84 (p. 35), and test-retest reliability ranges from .72 to .84 (p.35).

Validity was reported to be based on factor analyses which, according to the manual, resulted in "seven distinct factors ..(the seven CPP EIRSATX scales)" and validated "the seven-scale construct and the independence and homogeneity of each scale." (Wonderlic Personnel Test, Inc., 1993, p. 40). Validity was also reported to be based on criterion-related analyses. Several studies were reported to have been conducted to establish criterion validity. The results of these studies purported to show correlation coefficients between specific CPP scales and the selected criteria that ranged from .10 to .57 (p. 45). Concurrent administration of the CPP with four other established questionnaires was also reported to have established validity. The manual reported correlations with the 16PF scales, the Myers-Briggs Types scales, the CPI scales, and the MCMI scales, and indicated that the "correlations listed are significant at the .05 level of statistical significance, with the majority falling into the .01 or better category" (p. 41). The highest correlation reported was $-.64$ between the CPP Sensitivity scale and the Myers-Briggs Introversion scale (p. 42). The lowest correlation reported was .15 between the CPP Assertiveness scale and the CPI Tolerance scale (p. 42). The publisher noted in the manual that this test does not necessarily measure a person's potential for success in a particular position and should not be the only basis for a hire/no hire decision.

The Applicants were also asked to answer six interview questions (see Appendix E) which were based on the information provided by the supervisors on the Job

Information Sheet. These questions were similar to the types of questions one might be asked in an initial interview for a job. While some of the questions were the same for each group of applicants, others were different, reflecting the fact that each group of applicants had different job descriptions. Examples of questions included: "Describe a typical day on your job." and "Please select a process that you have been responsible for (meaning a duty that involved a series of steps) and explain: a) what the process was (what did you have to do), b) the steps you took to ensure that nothing was left undone, and c) the steps you took to ensure there were no errors made in the process." To make the best use of our time, and because the Applicants were not being tested for recall, they were provided with note cards which had the interview questions typed on them so they could read the questions while the researcher asked the questions.

The Applicants were reminded that they were pretending to be job applicants and were instructed to answer the interview questions as if they were applying for jobs exactly like the jobs they currently held. They were also told that they could use information from their current jobs to answer the questions. Interviews were tape recorded to ensure accurate transcription and the researcher explained the purpose of the tape recorder before beginning the interviews. The Applicants were reassured that their tapes would not be heard by anyone other than the researcher who would transcribe the tapes and remove all identifying information.

When all of the Applicants had completed the CPP personality assessment and the interview, then their

involvement in this study was complete. The personality profiles were generated by the computer and the interviews were transcribed by the researcher.

At that point, each of the Evaluators was assigned to three Applicants. This assignment was done randomly although care was taken to ensure that at least one Human Resource Evaluator and two non-Human Resource Evaluators were assigned to each Applicant. The reason that the researcher initially chose to assign three Evaluators to each Applicant was because that scenario approached real life very closely. In other words, job applicants are often evaluated by three individuals within a company before a hiring decision is made. As was mentioned earlier, however, the fact that Evaluators continued to be solicited and some did not complete the study meant that each Applicant did not necessarily end up being evaluated by one Human Resource Evaluator and two non-Human Resource Evaluators. In some cases, there were more Evaluators than the original design called for, and in some cases there were less.

Each Evaluator was assigned to Applicants from three different job categories. For example, one Evaluator was assigned to a Purchasing Agent Applicant, an Inside Sales Representative Applicant, and an Accounts Receivable Applicant.

Each Applicant was assigned two codes. The first code was placed on his or her personality test profile and the Evaluator's questionnaire that was attached to the profile. The Evaluator's name was also placed on each of the questionnaires underneath the Applicant's code to ensure that

the researcher knew who the respondent was for each Applicant. The second code will be explained later in this report.

The Evaluators were asked to read the Wonderlic CPP profiles of the three anonymous individuals. The Evaluators were only told that the Applicants were applying for the jobs that were defined by the job description provided. They were not told that the Applicants were actually employees of the target company. The Evaluators were then asked to answer six questions (some of which were multiple part questions) (see Appendix F) regarding their perceptions of the Applicants. Examples of questions asked of the Evaluators include: "To what extent do you believe that this person will double check the details of his or her work to be sure that there are no errors?" and "To what extent do you think that this person has problem-solving skills including: a.) the ability to see a problem both in its entirety and its separate parts? b.) the ability to generate a variety of possible solutions? c.) the ability to choose a course of action?"

The questions that were asked about each of the Applicants in a specific job category were the same. However, questions did vary from job category to job category. Thus, the questions asked about the Warehouse Applicants were the same for each of the Warehouse Applicants but different from the questions asked about the Purchasing Agent Applicants. The one exception was that the sixth question for all Applicants in all job categories was "To what extent do you think you would pursue this person for this (name of job) position?"

Evaluators were asked to answer all questions by choosing from a 5-point scale with "1" meaning "To a very little extent" and "5" meaning "To a very great extent." Evaluators were provided with self-addressed postage-paid envelopes in which they were to return the questionnaires to the researcher.

After the Evaluator returned his or her responses to the personality test profile questions, he or she was then sent the transcript of each Applicant's interview to read (see Appendix G). The transcript for each Applicant carried the second code which was entirely different from the first one even though it referred to the same person. This was done to minimize the possibility of the Evaluators realizing that they were evaluating the same people, and the further possibility that they would simply repeat the answers from the personality test profile questions to the interview transcript questions. Again, the Evaluator's name was written on the questionnaire underneath the Applicant's code to ensure that the researcher could identify the respondent and the Applicant. Each Evaluator, therefore, received the interview transcripts of the same three Applicants whose personality test profiles he or she had read, although the Evaluator was not told that the Applicants from part two of the study were the same as the Applicants from part one.

The Evaluators were asked to answer the exact same group of questions as they had answered after they had reviewed the personality test profiles. The same 5-point scale was used as had been used for the questions following the personality test profiles. Evaluators were again provided with self-

addressed postage-paid envelopes in which they were to return the questionnaires to the researcher.

Finally, the supervisors were asked to answer the same questions regarding each of their employees who had served as Applicants as the Evaluators had answered after reading the personality test profiles and interview transcripts. The questions were worded in such a way that they were equivalent to the questions asked of the Evaluators (see Appendix H). For example, the following question was asked of the Evaluator: "To what extent do you believe that this person will double check the details of his or her work to be sure that there are no errors?" The question that was asked of the supervisor was: "To what extent does this person double check the details of his or her work to be sure that there are no errors?" Question six, which was the same for all Applicants in all job categories, was asked of the Evaluators in the following manner: "To what extent do you think you would pursue this person for this (name of job) position?" It was asked of the supervisors in this manner: "If this position was currently available and this person was not currently employed, to what extent do you think that you would pursue this person for this job using the knowledge that you now have about him or her?" Supervisors were asked to choose from the same 5-point scale as was described earlier.

Supervisors were reminded at the time that they were sent these questionnaires to complete about their employees that this was a confidential study and that it was an important part of the study to be as honest as they possibly

could be. They were reassured that their answers would not be shared with anyone within the company. Supervisors were also provided with self-addressed postage-paid envelopes in which to return their questionnaires. All the supervisors responded.

Data Collection

Data collection was accomplished by having Evaluators and supervisors respond to equivalent questions regarding each Applicant on forms provided by the investigator. Evaluators responded to the same questions following their review of an applicant's personality test profile and the applicant's interview transcript.

Data Processing Analyses

The answers provided by the Evaluators and the supervisors to all of the questions were in the form of ratings (numbers 1-5). When all of the data was collected, the result was five separate grids each of which included a group of three Applicants (except for one group which included two Applicants), one supervisor, and from four to nine Evaluators. One of the Applicants was evaluated by no Human Resource Evaluators, seven of the Applicants were evaluated by 1 Human Resource Evaluator, five of the Applicants were evaluated by two Human Resource Evaluators, and one Applicant was evaluated by three Human Resource Evaluators. One Applicant was evaluated by no non-Human Resource Evaluators, two Applicants were evaluated by one non-Human Resource Evaluator, eight Applicants were evaluated by two non-Human Resource Evaluators, and three Applicants were evaluated by three non-Human Resource Evaluators. Each

of the Applicants was evaluated by his or her own supervisor.

There were a number of differences that were calculated. One of the most important was the difference between the ratings provided by the Evaluators and the ratings provided by the supervisors for each of the equivalent questions for each Applicant. These differences were calculated for the ratings based on the personality test profiles and separately for the ratings based on the interview transcripts. Other differences that were calculated included: a) the question-by-question rating that each Evaluator provided after reading the personality test profile with the question-by-question rating that he or she provided after reading the interview transcript; b) the question-by-question ratings provided by the Human Resource Evaluator(s) with the question-by-question ratings provided by the non-Human Resource Evaluator(s) for the same Applicant; c) the mean of all the ratings provided by one Evaluator for one Applicant after reading the personality test profile with the mean of all the ratings for the same Applicant after reading the interview transcript; and d) the rating of Question #6 (which was the same for all Evaluators and supervisors) by all of the Evaluators with the rating of Question #6 by all of the supervisors. Furthermore, a comparison was made of the Human Resource Evaluators' responses to Question 6 with the non-Human Resource Evaluators' responses to Question 6.

The statistical package SPSS was used to make the comparisons. The differences between the ratings of all of the Evaluators and all of the supervisors for Question 6 and the total of all questions were analyzed using t-tests for

independent samples. The differences between the Evaluators' ratings that followed their review of the personality test profiles and their ratings that followed their review of the interview transcripts were analyzed using paired t-tests. An alpha level of .05 was used for these statistical tests. Effect size for differences in means was also calculated due to the small sample sizes.

Methodological Assumptions

The first assumption of this study was that the employees would be willing and able to pose as credible job applicants. This included being honest when completing the personality profile and when answering the interview questions.

The second assumption was that each Evaluator would thoroughly review the personality test profiles and the interview transcripts, and objectively respond to the questions.

Additional assumptions regarding the Evaluators were that: a) they would not know that the Applicants whose personality test profiles they read were the same Applicants whose interview transcripts they read, and b) they would not record or remember their answers to the questions following their review of the personality test profiles with the intention of duplicating those answers following their review of the interview transcripts.

A final assumption was that the supervisors would be willing and able to objectively and honestly answer performance questions regarding their employees.

Limitations

One of the limitations of this study was that there was not an assessment of the attitudes of the Applicants or the Evaluators regarding personality tests. As was noted in the literature review, a bias either in favor of or against personality tests could have influenced the way the Applicants responded to the questions. Likewise, a predisposition either for or against personality tests could have influenced the way the Evaluators evaluated the results.

Another limitation was that there was not an assessment of the willingness or ability of the supervisors to be objective and honest about the actual performance of their employees.

A third limitation of this study was that the questions that the Evaluators were asked to answer were not the same from group to group, with the exception of Question 6.

Finally, the fact that all of the subjects were volunteers limited the ability of the researcher to generalize the results of the study to a larger population.

Conceptual hypothesis

The hypothesis for this study was that there would be a significant difference between the expected performance of the Applicants, based on the personality test profiles, and their actual performance ratings provided by their supervisors.

Summary

Ultimately, the question to be answered was "Is there a difference between the performance that the Evaluators believe Applicants will demonstrate, based on the results of

a personality test, and the actual performance of the employees who were posing as applicants?"

Chapter 4

Results

A group of 14 company employees, posing as job applicants, took a personality test and completed a job interview. The results of the personality tests as well as the transcripts of the employment interviews were evaluated by Human Resource and non-Human Resource professionals. These Evaluators, who were allowed to believe that they were reviewing information for actual job applicants, answered questions regarding these people. The employees' supervisors answered equivalent questions. Table 1 provides general information about the numbers of people who participated in this research.

All of the Evaluators' answers (both Human Resources and non-Human Resources) were compared to the answers provided by the employees' supervisors. The Evaluators' answers following their review of the personality test profiles were compared to their own answers following their review of the interview transcripts. In addition, the answers provided by the Human Resource Evaluators were compared to the non-Human Resource Evaluators' answers. All of these comparisons were intended to answer the four questions set forth in Chapter 1 and to test the four null hypotheses set forth in Chapter 3. The results will be presented in the same order as the questions.

Question One

Is there a difference between the expected performance of a job applicant and the actual performance of that same person when the expectations are based on: a) the review of a personality test profile and b) the review of an interview

Table 1

Research Participants

Group	Applicants	Supervisors	HR Test	HR Interview	Non-HR Test	Non-HR Interview
1	3	1	6	4	7	5
2	2	1	3	3	3	1
3	3	1	4	3	7	6
4	3	1	4	4	6	5
5	3	1	3	1	4	4
Totals	14	5	20	15	27	21

Note: Some of the Evaluators, both HR and non-HR, did not respond to the second part of the study (the interview transcript), which is why there are fewer respondents to the interview questions than the personality test profile questions.

transcript? The null hypothesis was that there would be no differences between the Evaluators' ratings and the supervisors' ratings on equivalent questions based on both the personality test profiles and the interview transcripts.

One question that was common to all five groups and was, therefore, asked of all Evaluators and all supervisors was Question 6. The Evaluators were asked "To what extent do you think that you would pursue this person for this (job title) position?" The supervisors were asked "If this position was currently available and this person was not currently employed, to what extent do you think that you would pursue

this person for this job using the knowledge that you now have about him or her?" Table 2 shows the mean value of all of the Evaluators' ratings on Question 6, and the mean value of the total of all of the questions when the Evaluators' ratings were based on the personality test profiles. The supervisors' mean ratings on Question 6 and all of the questions are also shown.

The mean rating for Question 6 by all of the supervisors ($\bar{n} = 14$) was 3.93 ($\underline{SD} = 1.14$), while the mean rating for Question 6 by all of the Evaluators ($n = 47$) following their review of the personality test profiles was 3.02 ($\underline{SD} = 1.07$). A t-test was performed using these means and a statistically significant difference was found between the supervisors and the Evaluators ($\underline{t} = 2.74$, $\underline{df} = 59$, $p < .05$, two-tailed).

A test to determine effect size for differences in means was also conducted. The formula used (Hunter, Schmidt, & Jackson, 1982, chap. 4) was:

$$(\underline{M}_1 - \underline{M}_2)$$

$$[(\underline{SD}_1 + \underline{SD}_2) / \sqrt{4}]$$

The result of this calculation indicates an effect size difference in means for Question 6 between the supervisors and the Evaluators based on the personality test profiles of .81 (.8 = large). The size of the differences are described by Cohen (as cited in Wolf, 1986, p. 27) according to this guide: zero or .1 = less than small, .2 = small, .5 = medium, .8 = large.

The mean rating for all of the questions ($\bar{n} = 58$) by all of the supervisors ($\bar{n} = 14$) was 3.84 ($\underline{SD} = .66$), while the

mean rating for all of the questions by all of the Evaluators ($n = 47$) following their review of the personality test profiles was 3.16 ($SD = .56$). A t-test was performed

Table 2

Personality Test Profiles. Mean Ratings for All Evaluators and All Supervisors

Evaluators	Question 6			All Questions	
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
All Supervisors	14	3.93	1.14	3.84	.66
All Evaluators	47	3.02*	1.07	3.16*	.56

* $p < .05$

using these means and a statistically significant difference was found between the supervisors and the Evaluators ($t = 3.76$, $df = 59$, $p < .05$, two-tailed).

A test to determine effect size for differences in means was also conducted. The formula used (Hunter, Schmidt, & Jackson, 1982, chap. 4) was:

$$(\underline{M}_1 - \underline{M}_2)$$

$$[(\underline{SD}_1 + \underline{SD}_1 + \underline{SD}_1 + \underline{SD}_2) / 4]$$

The result of this calculation indicates an effect size difference in means for all questions between the supervisors and the Evaluators based on their review of the personality test profile of .81 (.8 = large). The size of the differences are described by Cohen (as cited in Wolf, 1986, p. 27) according to this guide: zero or .1 = less than small, .2 =

small, .5 = medium, .8 = large.

Table 3 shows the mean value of all of the Evaluators' ratings on Question 6, and the mean value of the total of all of the questions when the Evaluators' ratings were based on the interview transcripts. The supervisors' mean ratings on Question 6 and all of the questions are also shown.

The mean rating for Question 6 by all of the supervisors ($n = 14$) was 3.93 ($SD = 1.14$), while the mean rating for Question 6 by all of the Evaluators ($n = 30$) following their review of the interview transcripts was 3.50 ($SD = 1.25$). A t-test was performed using these means and the difference between the supervisors and the Evaluators was not found to be statistically significant ($t = 1.09$, $df = 42$, $p = .28$, two-tailed).

Table 3

Interview Transcript. Mean Ratings for All Evaluators and All Supervisors

Evaluators	Question 6			All Questions	
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
All Supervisors	14	3.93	1.14	3.84	.66
All Evaluators	30	3.50	1.25	3.69	.69

A test to determine effect size for differences in means was also conducted. The formula used (Hunter, Schmidt, & Jackson, 1982, chap. 4) was:

$$(\underline{M}_1 - \underline{M}_2)$$

$$[(\underline{SD}_1 + \underline{SD}_1 + \underline{SD}_2) / 3]$$

The result of this calculation indicates an effect size difference in means for Question 6 between the supervisors and the Evaluators based on their review of the interview transcript of .36 (.2 = small; .5 = medium). The size of the differences are described by Cohen (as cited in Wolf, 1986, p. 27) according to this guide: zero or .1 = less than small, .2 = small, .5 = medium, .8 = large.

The mean rating for all of the questions ($\underline{n} = 58$) by all of the supervisors ($\underline{n} = 14$) was 3.84 ($\underline{SD} = .66$), while the mean rating for all of the questions by all of the Evaluators ($\underline{n} = 30$) following their review of the interview transcripts was 3.69 ($\underline{SD} = .69$). A t-test was performed using these means and the difference between the supervisors and the Evaluators was not found to be statistically significant ($\underline{t} = .67$, $\underline{df} = 42$, $\underline{p} = .51$, two-tailed).

A test to determine effect size for differences in means was also conducted. The formula used (Hunter, Schmidt, & Jackson, 1982, chap. 4) was:

$$(\underline{M}_1 - \underline{M}_2)$$

$$[(\underline{SD}_1 + \underline{SD}_1 + \underline{SD}_2) / 3]$$

The result of this calculation indicates an effect size difference in means for all questions between the supervisors and the Evaluators based on their review of the interview transcript of .22 (.2 = small). The size of the differences

are described by Cohen (as cited in Wolf, 1986, p. 27) according to this guide: zero or .1 = less than small, .2 = small, .5 = medium, .8 = large.

Part A of the first null hypothesis was rejected on the basis of the fact that there were not only meaningful differences but also statistically significant differences between the supervisors and the Evaluators on both Question 6 and the total of the questions when the Evaluators based their ratings on their review of the personality test profiles.

Part B of the first null hypothesis was accepted on the basis that the differences between the supervisors and the Evaluators, when the evaluators' ratings were based on their review of the interview transcripts, were not only not statistically significant, they were also little more than small differences when the the test for effect size for differences in means was used.

Question Two

Is there a difference between the ratings of Human Resource professionals and non-Human Resource professionals regarding the expected performance of job applicants based on their review of personality test profiles? The null hypothesis was that there would be no difference between the ratings provided by the Human Resource Evaluators and the ratings provided by the non-Human Resource Evaluators following their review of the personality test profiles.

Table 4 shows the mean values assigned by the Human Resource Evaluators and the non-Human Resource Evaluators on Question 6 and the total of all of the questions following

their review of the personality test profiles.

Table 4

Personality Test Profiles. Mean Values of All Human Resource and All Non-Human Resource Evaluators

Evaluators	Question 6			All Questions		
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>
All HR	20	3.25	1.12	20	3.26	.54
All Non-HR	27	2.85	1.02	27	3.10	.58

The mean value assigned to Question 6 by the Human Resource Evaluators (n = 20) was 3.25 (SD = 1.12), while the mean value assigned to Question 6 by the non-Human Resource Evaluators (n = 27) was 2.85 (SD = 1.02). A t-test was performed using these means and the difference was not found to be statistically significant (t = 1.27, df = 45, p = .21, two-tailed).

A test to determine effect size for differences in means was also performed. The formula used (Hunter, Schmidt, & Jackson, 1982, chap. 4) was:

$$(\underline{M}_1 - \underline{M}_2)$$

$$(\underline{SD}_1 + \underline{SD}_2)/2$$

The result of this calculation indicated an effect size difference in means for Question 6 between the Human Resource Evaluators and the non-Human Resource Evaluators, when the ratings were based on the personality test profile, of .37 (.2 = small; .5 = medium). The size of the differences are

described by Cohen (as cited in Wolf, 1986, p. 27) according to this guide: zero or .1 = less than small, .2 = small, .5 = medium, .8 = large.

The mean value assigned to all questions by the Human Resource Evaluators ($n = 20$) was 3.26 ($SD = .54$), while the mean value assigned to all questions by the non-Human Resource Evaluators ($n = 27$) was 3.10 ($SD = .58$). A t-test was performed using these means and the difference was not found to be statistically significant ($t = .95$, $df = 45$, $p = .35$, two-tailed).

A test to determine effect size for differences in means was also performed. The formula used (Hunter, Schmidt, & Jackson, 1982, chap. 4) was:

$$(\underline{M}_1 - \underline{M}_2)$$

$$(\underline{SD}_1 + \underline{SD}_2)/2$$

The result of this calculation indicated an effect size difference in means for all questions between the Human Resource Evaluators and the non-Human Resource Evaluators, when the ratings were based on the personality test profile, of .29 (.2 = small). The size of the differences are described by Cohen (as cited in Wolf, 1986, p. 27) according to this guide: zero or .1 = less than small, .2 = small, .5 = medium, .8 = large.

The second null hypothesis is, therefore, accepted due to the fact that there is no statistically significant difference in the means between the Human Resource Evaluators and the non-Human Resource Evaluators on Question 6 and the total of all of the questions.

Question Three

Is there a difference between the predictions made based upon a personality test profile and those made based upon an interview transcript? The null hypothesis was that there would be no difference between the Evaluators' ratings that were based on the personality test profiles and their ratings that were based on interview transcript.

Tables 5, 6, 7, 8, and 9 show the mean ratings assigned to each question and the mean of the total ratings for all of the questions based on the personality test profiles and the interview transcripts. Paired t-tests were performed using the ratings assigned first on the basis of the personality test profiles and then on the basis of the interview transcripts. The t-values, probability values, and effect size values are displayed in the tables. Effect size differences are described by Cohen (as cited in Wolf, 1986, p. 27) according to this guide: zero or .1 = less than small, .2 = small, .5 = medium, .8 = large.

Group 1. There were a total of 11 questions that the Evaluators responded to regarding the three Applicants in Group 1 (see Appendix F). Nine of the original thirteen Evaluators in Group 1 completed both the personality test profile part of the study and the interview transcript part. The means of their ratings are reflected in Table 5.

Two questions (4.1 and 5.2) resulted in statistically significant differences between the mean ratings assigned following the review of the personality test profiles and the mean ratings assigned following the review of the interview transcripts ($t = -4.40$, $df = 8$, $p = .00$, two-tailed; $t = -$

3.50, $df = 8$, $p = .00$, two-tailed respectively).

The effect size for differences in means was also calculated for the 11 questions individually as well as the total of all of the questions. Effect size calculations resulted in three questions (4.1, 4.2, and 5.2) having a value above .8 (large), three questions (2.2, 3.2, and 3.3) having values between .5 (medium) and .8 (large), three questions (1, 2.1, and 3.1) having values between .2 (small) and .5 (medium) and two questions (5.1 and 6) having values less than .2 (small). The effect size value for the totals was .57 (medium). Therefore, while only two questions showed a statistically significant difference between the personality test profile ratings and the interview transcript ratings, six of the eleven question (55%) and the total had effect size values above .5 (medium).

Six of the eleven questions (55%), and the total of all questions, were rated lower following the review of the personality test profiles than the interview transcript. Four of the eleven questions (36%), including Question 6, were rated lower following the review of the interview transcript than the personality test profile. One question (9%) received the same mean ratings following the personality test profile and the interview transcript.

Group 2. There were a total of seven questions that the Evaluators responded to regarding the two Applicants in Group 2 (see Appendix F). Four of the original six Evaluators completed both the personality test profile part of the study and the interview transcript part. The means of their ratings are reflected in Table 6.

There were no questions which resulted in a statistically significant difference between the means of the ratings assigned following the review of the personality test profiles and the ratings assigned following the review of the interview transcripts. However, when the effect size for differences in means was calculated, three of the questions (3.1, 4, and 5) had values above .8 (large), one question (1) had a value between .5 (medium) and .8 (large), two questions (2 and 3.2) had values between .2 (small) and .5 (medium), and one question (6) had a value below .2 (small). The total of all questions had an effect size value of .38 which falls between .2 (small) and .5 (medium). Therefore, while no questions resulted in statistically significant differences between the personality test profile ratings and interview transcript ratings, four of the seven questions (57%) had effect size values above .5 (medium).

Four of the individual questions (57%) were rated lower following the review of the personality test profiles than the interview transcripts, while three of the questions (43%), were rated lower following the review of the interview transcripts than the personality test profiles. Question 6 was rated lower following the review of the interview transcript ($\underline{M} = 3.25$, $\underline{SD} = 1.50$) than the personality test profile ($\underline{M} = 3.50$, $\underline{SD} = 1.73$), but the effect size was less than small. The mean total of all of the questions following the review of the personality test profiles ($\underline{M} = 22.00$, $\underline{SD} = 4.83$) was lower than the mean total of all of the questions following the review of the interview transcripts ($\underline{M} = 24.00$, $\underline{SD} = 5.72$).

Group 3. There were a total of 13 questions that the Evaluators responded to regarding the three Applicants in Group 3 (see Appendix F). Nine of the original eleven Evaluators completed both the personality test profile part of the study and the interview transcript part. The means of their ratings are reflected in Table 7.

Five individual questions and the totals of all questions resulted in statistically significant differences between the mean ratings assigned following the review of the personality test profiles and those assigned following the interview transcripts. The five questions were 2.1 ($t = -2.29$, $df = 8$, $p = .05$, two-tailed); 3.1 ($t = 2.29$, $df = 8$, $p = .05$, two-tailed); 4.1 ($t = -4.27$, $df = 8$, $p = .00$, two-tailed); 4.2 ($t = -5.29$, $df = 8$, $p = .00$, two-tailed), and 5.1 ($t = -2.83$, $df = 8$, $p = .02$, two tailed). The statistical values for the total of all questions were $t = -3.47$, $df = 8$, $p = .01$, two-tailed. Thus, 38% of the questions (5/13) and the total resulted in statistically significant differences in the mean ratings assigned following the review of the personality test profiles and the review of the interview transcripts.

In addition to the questions which showed a statistically significant difference in means, effect size calculations resulted in one question (2.3) having a value above .8 (large), four questions (2.2, 5.2, 5.3, and 6) having values between .5 (medium) and .8 (large), three questions (1, 3.2, and 4.3) having values between .2 (small) and .5 (medium), and no questions with values below .2 (small). Therefore, 10 of the 13 questions (77%) and the

total of all questions had effect size values above .5 (medium), and 5 of those 10 were statistically significant.

All 13 questions and the total of all questions received lower ratings following the review of the personality test profiles than the interview transcripts.

Group 4. There were a total of 12 questions that the Evaluators responded to regarding the three Applicants in Group 4 (see Appendix F). Nine of the original 10 Evaluators completed both the personality test profile part of the study and the interview transcript part. The means of their ratings are reflected in Table 8.

There was one question (3.2) which resulted in a statistically significant difference between the mean ratings assigned following the review of the personality test profiles and those assigned following the review of the interview transcripts ($t = -2.29$, $df = 8$, $p = .05$, two-tailed). Effect size calculations, however, resulted in five additional questions (1, 2.1, 2.2, 4.2, and 6) having values above .5 (medium), although none were above .8 (large). The totals also had an effect size value above medium. Four questions (3.1, 5.1, 5.3, and 5.4) had effect size values between .2 (small) and .5 (medium). Two questions (4.1 and 5.2) showed no difference between the personality test profile means and the interview transcript means. Thus, six questions (50%) and the total had effect size values above .5 (medium), and one of those six was statistically significant.

All of the questions in Group 4 which showed a difference ($n = 10$; two questions showed no difference) and the totals received lower ratings following the review of the

personality test profiles than the interview transcripts.

Group 5. There were a total of 15 questions that the Evaluators responded to regarding the three Applicants in Group 5 (see Appendix F). Five of the original seven Evaluators completed both the personality test profile part of the study and the interview transcript part. The means of their ratings are reflected in Table 9.

Two questions (3.3 and 5.1) resulted in statistically significant differences between the mean ratings assigned following the review of the personality test profiles and those assigned following the interview transcripts ($t = -3.16$, $df = 4$, $p = .03$, two-tailed; $t = -3.21$, $df = 4$, $p = .03$, two-tailed respectively). Effect size calculations, however, resulted in an additional two questions (1.1 and 5.3) and the total having values above .8 (large), six questions (1.2, 3.1, 4.1, 4.2, 4.3 and 5.2) having values between .5 (medium) and .8 (large), and four questions (2.2, 3.2, 3.4, and 6) having values between .2 (small) and .5 (medium). Question 2.1 showed no difference. Therefore, 10 of the 15 questions (67%) and the totals had effect size values above .5 (medium), and 2 of those 10 were statistically significant.

All of the questions which showed a difference in means ($n = 14$; one question showed no difference) and the total received lower ratings following the review of the personality test profiles than the interview transcripts.

Summary. Groups 1-5 had 58 total questions. Statistically significant differences between the mean ratings assigned following the review of the personality test

profiles and the review of the interview transcripts were found with 10 of the 58 questions (17%) and one of the five group totals (20%). Effect size calculations resulted in 36 questions (62%) and four of the five group totals (80%) having values above .5 (medium). The mean ratings following the review of the personality test profiles were lower on 47 of the 58 questions (81%) than they were following the review of the interview transcripts.

The null hypothesis was accepted for Groups 1, 2, 4, and 5 based on the p value for the total of each group, but was rejected for Group 3.

Table 5

Group 1. Personality Test Profile Ratings/InterviewTranscript Ratings*

Question	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>t</u>	<u>p**</u>	<u>e.s.***</u>
	Test		Intv.				
1	3.33	1.30	2.78	.97	1.35	.21	.48
2.1	3.22	.83	3.00	.71	.51	.62	.29
2.2	3.11	.78	2.67	.71	1.84	.10	.59
3.1	2.78	.83	3.22	.97	-.94	.38	-.49
3.2	2.89	.78	3.56	1.01	-1.63	.14	-.74
3.3	2.89	.78	3.33	.87	-1.51	.17	-.53
4.1	2.56	.88	3.78	.97	-4.40	.00	-1.31
4.2	2.44	.53	3.11	.93	-2.00	.08	-.92
5.1	3.11	.93	3.11	.78	.00	1.00	.00
5.2	2.22	.44	3.00	.71	-3.50	.00	-1.34
6	2.55	1.01	2.44	1.01	.55	.59	.11
Totals	31.11	4.08	34.00	6.06	-1.34	.22	-.57

* Evaluator n = 9

** 2-tailed

*** effect size: .2 = small, .5 = medium, .8 = large

Table 6

Group 2. Personality Test Profile Ratings/Interview
Transcript Ratings*

Question	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>t</u>	<u>p**</u>	<u>e.s.***</u>
	Test		Intv.				
1	3.25	1.26	4.00	.82	- .88	.44	- .72
2	3.75	1.26	3.00	1.83	1.57	.22	.48
3.1	2.00	1.41	3.75	.50	-2.33	.10	-1.82
3.2	3.00	.82	3.25	1.26	- .40	.72	- .24
4	4.25	.96	3.00	1.16	1.46	.24	1.18
5	2.25	.50	3.75	.96	-2.32	.10	-2.05
6	3.50	1.73	3.25	1.50	1.00	.39	.15
Totals	22.00	4.83	24.00	5.72	-1.07	.36	- .38

* Evaluator n = 4

** 2-tailed

*** effect size: .2 = small, .5 = medium, .8 = large

Table 7

Group 3. Personality Test Profile Ratings/Interview
Transcript Ratings*

Question	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>t</u>	<u>p**</u>	<u>e.s.***</u>
	Test		Intv.				
1	3.22	.83	3.56	1.13	- .71	.50	- .35
2.1	3.00	1.12	3.89	.93	-2.29	.05	- .86
2.2	3.00	1.00	3.67	.87	-1.63	.14	- .71
2.3	3.22	1.09	4.00	.71	-1.94	.09	- .87
3.1	3.33	1.23	4.44	.73	-2.29	.05	-1.13
3.2	3.44	.73	3.78	.97	- .63	.55	- .40
4.1	2.56	.73	4.00	.71	-4.27	.00	-2.00
4.2	2.22	.44	3.78	.67	-5.29	.00	-2.79
4.3	3.33	.50	3.56	.88	-1.00	.35	- .33
5.1	3.44	.73	4.11	.78	-2.83	.02	- .88
5.2	3.11	.60	3.56	1.13	-1.32	.23	- .52
5.3	3.33	.71	3.78	.97	- .94	.38	- .54
6	2.78	.83	3.33	1.11	-1.47	.18	- .57
Totals	40.00	4.44	49.44	8.52	-3.47	.01	-1.46

* Evaluator n = 9

** 2-tailed

*** effect size: .2 = small, .5 = medium, .8 = large

Table 8

Group 4. Personality Test Profile Ratings/InterviewTranscript Ratings*

Question	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>t</u>	<u>p**</u>	<u>e.s.***</u>
	Test		Intv.				
1	2.89	.93	3.56	1.13	-1.11	.30	- .65
2.1	3.44	.88	4.00	.71	-1.25	.25	- .70
2.2	3.67	1.00	4.22	.83	-1.89	.10	- .60
3.1	3.67	.50	4.00	1.00	- .89	.40	- .44
3.2	3.44	.73	4.00	.71	-2.29	.05	- .78
4.1	3.56	1.01	3.56	.88	.00	1.00	.00
4.2	2.89	1.05	3.56	.73	-1.51	.16	- .75
5.1	3.67	.71	3.89	.93	- .55	.59	- .27
5.2	3.11	1.27	3.11	1.05	.00	1.00	.00
5.3	3.78	.67	4.00	1.00	- .51	.62	- .26
5.4	3.00	1.58	3.44	.53	- .74	.48	- .42
6	3.22	.83	3.89	1.17	-1.26	.24	- .67
Totals	40.33	5.61	45.22	8.84	-1.25	.25	- .68

* Evaluator n = 9

** 2-tailed

*** effect size: .2 = small, .5 = medium, .8 = large

Table 9

Group 5. Personality Test Profile Ratings/Interview
Transcript Ratings*

Question	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>t</u>	<u>p**</u>	<u>e.s.***</u>
	Test		Intv.				
1.1	3.00	1.00	4.00	.00	-2.24	.09	-2.00
1.2	3.40	.89	4.00	.71	-1.50	.21	- .75
2.1	3.60	1.34	3.60	.89	.00	1.00	.00
2.2	3.40	.89	3.60	.89	-1.00	.37	- .22
3.1	3.20	.84	4.00	.71	-2.14	.10	-1.03
3.2	3.20	.84	3.60	1.14	-1.00	.37	- .40
3.3	3.40	1.14	4.40	.55	-3.16	.03	-1.18
3.4	3.20	1.30	3.60	1.14	-1.63	.18	- .33
4.1	3.00	.71	3.40	.55	-1.63	.18	- .63
4.2	2.80	.84	3.40	1.14	-1.50	.21	- .61
4.3	2.80	.84	3.40	.89	-1.50	.21	- .69
5.1	3.20	1.10	4.40	.55	-3.21	.03	-1.45
5.2	3.40	1.14	4.00	.71	-1.18	.31	- .65
5.3	2.80	1.30	3.80	1.10	-1.41	.23	- .83
6	3.20	1.30	3.60	1.52	- .78	.47	- .28
Totals	47.60	12.34	56.80	9.09	-2.55	.06	- .86

* Evaluator n = 5

** 2-tailed

*** effect size: .2 = small, .5 = medium, .8 = large

Question Four

Is there a difference between the ratings of Human Resource professionals and non-Human Resource professionals regarding the expected performance of a job applicant based on their review of an interview transcript? The null hypothesis was that there would be no difference between the ratings provided by the Human Resource Evaluators and the non-Human Resource Evaluators when their ratings were based on the interview transcripts.

Table 10 shows the mean values assigned by the Human Resource Evaluators and the non-Human Resource Evaluators on Question 6 and the total of all of the questions following their review of the interview transcripts.

Table 10

Interview Transcript. Mean Values of All Human Resource and All Non-Human Resource Evaluators

Evaluators	Question 6			All Questions		
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>
All HR	15	3.07	1.28	15	3.31	.80
All Non-HR	20	3.40	1.27	20	3.75	.57

The mean value assigned to Question 6 by the Human Resource Evaluators (n = 15) was 3.07 (SD = 1.28), while the mean value assigned to Question 6 by the non-Human Resource Evaluators (n = 20) was 3.40 (SD = 1.27). A t-test was performed using these means and the difference was not found to be statistically significant (t = -.76, df = 33, p = .45,

two-tailed).

A test to determine effect size for differences in means was also performed. The formula used (Hunter, Schmidt, & Jackson, 1982, chap. 4) was:

$$(\underline{M}_1 - \underline{M}_2)$$

$$(\underline{SD}_1 + \underline{SD}_2)/2$$

The result of this calculation indicated an effect size difference in means for Question 6 between the Human Resource Evaluators and the non-Human Resource Evaluators, when the ratings were based on the interview transcripts, of $-.26$ ($.2 = \text{small}$). The size of the differences are described by Cohen (as cited in Wolf, 1986, p. 27) according to this guide: zero or $.1 = \text{less than small}$, $.2 = \text{small}$, $.5 = \text{medium}$, $.8 = \text{large}$.

The mean value assigned to all questions by the Human Resource Evaluators ($n = 15$) was 3.31 ($\underline{SD} = .80$), while the mean value assigned to all questions by the non-Human Resource Evaluators ($n = 20$) was 3.75 ($\underline{SD} = .57$). A t -test was performed using these means and the difference was not found to be statistically significant ($t = -1.93$, $df = 33$, $p = .06$, two-tailed).

A test to determine effect size for differences in means was also performed. The formula used (Hunter, Schmidt, & Jackson, 1982, chap. 4) was:

$$(\underline{M}_1 - \underline{M}_2)$$

$$(\underline{SD}_1 + \underline{SD}_2)/2$$

The result of this calculation indicated an effect size difference in means for all questions between the Human Resource Evaluators and the non-Human Resource Evaluators, when the ratings were based on the interview transcripts, of $-.64$. ($.5$ = medium; $.8$ = large). The size of the differences are described by Cohen (as cited in Wolf, 1986, p. 27) according to this guide: zero or $.1$ = less than small, $.2$ = small, $.5$ = medium, $.8$ = large.

The differences between the ratings provided by the Human Resource Evaluators and the non-Human Resource Evaluators were not statistically significant. The fourth null hypothesis is accepted due to the fact that the differences in means between the Human Resource Evaluators and the non-Human Resource Evaluators on Question 6 and the total of all of the questions based on their review of the interview transcripts, while meaningful for all of the questions (using the formula for effect size for differences in means), are not statistically significant.

Chapter 5

Discussion

Summary

The purpose of this study was primarily to investigate the ability of people (who were referred to as "Evaluators") to make accurate judgments about other people (who were referred to as "Applicants") based solely on the information contained in personality test profiles. A secondary purpose was to investigate the ability of the same Evaluators to make accurate judgments about the same Applicants based on the information contained in interview transcripts.

The personality test profiles were computer-generated from the responses that the Applicants made to the questions on the Wonderlic Comprehensive Personality Profile. The 14 Applicants, who were, in fact, current employees of a Midwest company, agreed to assume the roles of job applicants by taking the personality test and answering typical interview questions. The Applicants were assured that their identities would remain anonymous to the Evaluators, and their test results and interview answers would not be disclosed to anyone within their company.

The Evaluators, who were current or previous area business people, were allowed to believe that the Applicants were actually job applicants and were asked to read the personality test profiles and respond to questions about the Applicants. Once that was complete, the Evaluators were asked to read the transcripts of the interviews and respond to the same questions. The Evaluators were not told that the personality test profiles and the interview transcripts were

for the same people.

The supervisors of those employees who were posing as job applicants were asked to answer the same questions, in equivalent form, that the Evaluators answered. One of the most important aspects of the design of this study was that the supervisors were absolutely guaranteed that their responses regarding the employees would not be disclosed to anyone within the company, and their identities would remain anonymous to the Evaluators. The answers provided by the Evaluators were then compared to the answers provided by the supervisors to determine how well the Evaluators could predict the performance of the Applicants.

The main purpose of this research was to examine the use of personality tests to make employment decisions. In this study, when the personality test profiles were the basis for the ratings, the Evaluators' responses to questions regarding the Applicants were significantly different from the supervisors' responses to equivalent questions. Generally, when the Evaluators based their responses on the personality test profiles, their expectations of the Applicants' performance were lower than the actual performance that was reported by the supervisors. On the other hand, when the Evaluators based their judgments regarding the same people on the interview transcripts, their ratings, while still lower than the supervisors', were not significantly different.

A final aspect of this study was the comparison of Human Resource professionals to non-Human Resource professionals. In other words, the study looked at the differences between those people whose primary job focused on the employment

process (Human Resource or HR) and those people whose primary job focused on other functions but occasionally involved the employment process (non-Human Resource or non-HR). In this investigation, no statistically significant differences were found between the Human Resource and the non-Human Resource Evaluators. However, when the personality test profiles were the basis for the ratings, the differences between the HR Evaluators and the supervisors were less than the differences between the non-HR Evaluators and the supervisors. By contrast, when the interview transcripts were the basis for the ratings, the differences between the non-HR Evaluators and the supervisors were less than the differences between the HR Evaluators and the supervisors.

Conclusions

A number of statistically significant, meaningful, and practical findings resulted from this investigation. While these findings cannot be generalized to the larger population, they can serve as the basis for scrutinizing more closely the manner in which we use information to make decisions, such as employment decisions.

Personality Test. Statistically significant differences were found between the ratings provided by the Evaluators and the ratings provided by the supervisors when the Evaluators' ratings were based on the personality test profile. One question, Question 6, asked the Evaluators how likely it was that they would pursue the applicant under review for a job based on the information provided in the personality test profile. The supervisors were asked how likely it was that they would pursue the same person if the person was not

already employed, based on what the supervisor knew about the employee. Using a scale of 1-5, the mean rating of all of the Evaluators regarding all of the Applicants on Question 6 was 3.02. A rating of "3" on the questionnaire meant "To some extent." The mean rating of all of the supervisors regarding all of the applicants on Question 6 was 3.93. A rating of "4" on the questionnaire meant "To a great extent." The difference between 3.02 and 3.93 was statistically significant at the $p < .05$ level, meaning this difference would occur by chance less than five times out of a hundred.

The Evaluators and the supervisors answered six main questions about the Applicants. Some of the main questions contained subquestions which meant that the Evaluators and supervisors actually answered more than six questions regarding each Applicant. The Evaluators' questions and the supervisors' questions, however, were always equivalent when referring to the same person. Unfortunately, one of the flaws of the design of this study was that there were five distinct groups of Applicants and each group had its own set of questions (with the exception of Question 6). Due to this flaw, all of the Evaluators' answers to individual questions could not be compared to all of the supervisors' answers, but the Evaluators' mean total of all questions could be compared to the supervisors' mean total of all questions. When this calculation was performed, the mean total of all questions for all Evaluators was 3.16 while the mean total of all questions for all supervisors was 3.83. This difference was significant at the $p < .05$ level, meaning the difference found would occur by chance less than five times out of a

hundred.

While it was not possible to statistically examine differences between the Evaluators and the supervisor within a single group (due to the fact that there was only one supervisor in a group and the statistical test being used, the t-test, is based on averages and not individual scores), it was possible to examine, for practical purposes, the actual numbers assigned by Evaluators and supervisors to individual questions.

One example of a large difference in Group 1 was on Question 1. The Evaluators were asked "To what extent do you think that this person will double check the details of his or her work to be sure that there are no errors?" The supervisor in Group 1 was asked the same question except that it started with "To what extent does this person ...?" Following their review of the personality test profile, 4 of the 13 Evaluators (31%) gave this question a rating 3 points below the supervisor's, and one Evaluator (8%) gave it a rating 4 points below the supervisor. Similar results were found for Questions 3.1, 3.2, 3.3, 4.1, 4.2, 5.1 and even Question 6. In effect, the supervisor was saying that, for this particular Applicant, he would be likely "to a very great extent" to pursue the person for a job. At least one Evaluator was saying the he would be likely "to a very little extent" to pursue the same person for a job.

In Group 1, some of the larger differences in mean ratings between the Evaluators and the supervisor (when the Evaluators' ratings were based on their review of the personality test profiles) were on Question 3.1, where the

Evaluators' mean rating was 2.85 for the three Applicants in the group, compared to the supervisor's mean rating of 4.33 for the same three people; Question 4.2 which resulted in a mean rating of 2.62 for the Evaluators and 4.67 for the supervisor; and Question 6 which resulted in a mean rating of 2.62 for the evaluators and 4.33 for the supervisors. The mean total of all of Group 1 Evaluators' ratings for all of the questions was 31.62 compared to the supervisor's mean total of 48.00.

Group 2 showed equally different ratings, but they were in the opposite direction. For example, the supervisor assigned a rating of 2 to Question 4 for one of the Applicants, while one of the Evaluators assigned a rating of 5 to the same person on the same question. Similar differences, where the Evaluators actually rated the Applicants three or more points higher than the supervisor, were found on Questions 3.2, 5, and 6. In effect, the Evaluators were saying that, based on their review of the personality test profiles, they were more likely to pursue the Applicants for a job than even the supervisor would. In fact, the mean total of all of Group 2 Evaluators' ratings for all of the questions regarding the two Applicants in the group was 23.17, while the supervisor's mean total for the same two people was 20.50.

In Group 3, there was only one case where the spread between Evaluator and supervisor was three points (Question 3.1). Otherwise the spread between Evaluators and supervisor, when the Evaluators' ratings were based on their review of the personality test profiles, was generally one to two

points, or even. The mean total for all of the Evaluators in Group 3 on all of the questions regarding the three Applicants in the group was 41.91 compared to the supervisor's mean total for the same three people of 49.33.

Based on the personality test profiles, Group 4 had three cases of Evaluator/supervisor spread of three points. All three of these cases involved the Evaluators being three points lower than the supervisor. Two of those three cases involved Question 6 where the Evaluators said that they would be likely "to a little extent" to pursue the person for a job, while the supervisor responded "to a very great extent."

The mean total for all Evaluators on all questions regarding the three Applicants in Group 4 was 41.30 compared to the supervisor's mean total of 48.33 for the same three people.

Group 5 had two cases of Evaluator/supervisor spread of three points (Questions 1.2 and 2.1), both of which involved the Evaluators' ratings being lower than the supervisor's ratings. The mean total for all of the Evaluators on all of the questions, when their ratings were based on the personality test profiles, regarding the three Applicants in Group 5 was 46.43 compared to a mean total of 56.33 for the supervisor for the same three people.

All of the previous discussion related Evaluators' ratings to supervisors' ratings when the Evaluators were using the personality test profiles to form their judgments. The differences in mean totals between Evaluators and supervisors ranged from a low of 2.67 to a high of 16.38. The Evaluators in four of the five groups had mean totals that

were lower than the supervisors. Using only the information contained in the personality test profiles, it was more common that the Evaluators perceived the Applicants in less favorable light than the supervisors.

Interview. The second purpose of this study was to examine the ability of the same Evaluators to make accurate judgments about the same Applicants using the information contained in interview transcripts. The Evaluators examined the personality test profiles first and, after the questions had been rated and returned to the investigator, the interview transcripts were sent to the Evaluators along with the very same questions. The Evaluators were never told that the interview transcripts and the personality test profiles were for the same people. In an attempt to minimize the possibility of the Evaluators making a connection between the profiles and the transcripts, the investigator presented the two documents on separate occasions, and gave them completely different identification codes. The interviews were transcribed verbatim (deleting only identifying information) so that the Evaluators were able to get a sense of who the Applicants were as if they had been present in the actual interviews.

Using the interview transcripts as the source of information, the Evaluators' ratings were not found to be significantly different (statistically) from the supervisors' ratings on either the mean total for Question 6 or the mean total of all of the questions. The Evaluators' mean total for Question 6 was 3.50 compared to the supervisors' mean total of 3.93. The t -value for this difference was 1.09 with a

probability value of .28. These figures can be compared to the t -value of 2.74 and $p < .05$ which was obtained when the Evaluators' ratings for Question 6 were based on the personality test profiles.

The Evaluators' mean total for all questions based on the interview transcript was 3.69 compared to the supervisors' mean total of 3.84. The t -value for this difference was .67 with a probability value of .51. These figures can be compared to a t -value of 3.76 and $p < .05$ when the Evaluators' ratings for all questions were based on the personality test profile. Thus, the differences between the Evaluators and the supervisors were much smaller when the Evaluators' ratings were based on the interview transcripts than when they were based on the personality test profiles.

Tables 5, 6, 7, 8, and 9 showed the mean ratings assigned to each question within each group following the review of the personality test profiles and the review of the interview transcripts. These were exactly the same questions regarding the same Applicants being answered by the same Evaluators. The ratings on 81% of the questions were lower when they were based on the personality test profiles than when they were based on the interview transcripts. Three of the groups (60%) had mean ratings for Question 6 which were lower when the ratings were based on the personality test profiles than when they were based on the interview transcripts. The actual mean values for Question 6, which specifically asked the likelihood of pursuing the person for a job, in these three groups were: 2.78 (test) vs 3.33 (interview); 3.22 (test) vs 3.89 (interview); and 3.20 (test)

vs 3.60 (interview). The corresponding values of effect size for differences in means were $-.57$ (one half of a standard deviation), $-.67$ (two thirds of a standard deviation), and $-.28$ (one quarter of a standard deviation).

Human Resource vs non-Human Resource Evaluators. The last comparison investigated by this study was between the Human Resource (HR) Evaluators and the non-Human Resource (non-HR) Evaluators. When the ratings were based on their review of the personality test profiles, the differences between the HR and the non-HR Evaluators on Question 6 and the total of all questions were not found to be statistically significant. The mean values assigned to Question 6 by the HR and non-HR Evaluators were 3.25 and 2.85 respectively, which resulted in a t -value of 1.27 and a p -value of .21. The mean values assigned to all questions by the HR and non-HR Evaluators were 3.26 and 3.10 respectively which resulted in a t -value of .95 and a p -value of .35. Effect size values, however, were .37 (one third of a standard deviation) for Question 6, and .29 (one quarter of a standard deviation) for the total of all questions. Based on the personality test profiles, the non-HR Evaluators assigned mean ratings lower than the HR Evaluators. Compared to the supervisors' ratings for Question 6 and the total of all questions, the differences in means between the HR Evaluators and the supervisors were smaller than the differences between the non-HR Evaluators and the supervisors.

When the Evaluators' ratings were based on their review of the interview transcripts, the differences between the HR and the non-HR Evaluators were not found to be statistically

significant. However, in this situation, the non-HR Evaluators gave higher ratings than the HR Evaluators on both Question 6 and the total of all questions. The mean value assigned to Question 6 by the HR Evaluators was 3.07 while the mean value assigned by the non-HR Evaluators was 3.40. The mean value assigned to all questions by the HR Evaluators was 3.31 while the mean value assigned by the non-HR Evaluators was 3.75. Statistically, these differences were not significant, but the values of effect size differences in means were $-.26$ (one-quarter of a standard deviation) for Question 6, and $-.64$ (nearly two-thirds of a standard deviation) for the total of all questions. When compared to the supervisors' mean ratings for Question 6 and the total of all questions, the differences between the non-HR Evaluators and the supervisors were smaller than the differences between the HR Evaluators and the supervisors.

In essence, then, the HR Evaluators gave ratings that were closer to the supervisors' ratings when the personality test profiles were used. The non-HR Evaluators gave ratings that were closer to the supervisors' ratings when the interview transcripts were used. It is important to note that all of the Evaluators, both Human Resource and non-Human Resource, were provided with the information that they needed to make their judgments. What appears to be no significant difference in the ratings of the HR and non-HR Evaluators may be the result of this provision. In a real-life scenario, Human Resource employees are expected to be knowledgeable about the types of questions to ask and the manner in which to ask them to elicit the information needed to make informed

decisions. On the other hand, non-Human Resource employees do not necessarily have the training or expertise to ask the appropriate questions in a manner that will elicit the information needed to make informed decisions. Thus, it is not that HR and non-HR professionals have different abilities to make judgments. It is merely that they may have different abilities to generate the information they need to make those judgments. In the case of this study, both HR and non-HR were on seemingly equal levels to make judgments because they had all been provided with the pertinent information.

Recommendations

It was never intended that the results of this study would be generalized to a larger population. However, the findings for the group of people who participated in this study, especially in regard to the use of the personality tests to make employment decisions, seem to be worthy of additional scrutiny.

What makes it difficult to form accurate judgments about a person based on a personality test profile? Consider the information that is presented in one of these reports. The Wonderlic Comprehensive Personality Profile provides the reader with an immense amount of information starting off at the very beginning with its "CPP Accuracy Index", a score which tells the reader how much confidence he or she can place in the test results. The test taker is given a label of "High Accuracy", "Questionable Accuracy", or "Low Accuracy" before any other information is presented. A "Low Accuracy" score receives an extra label of "probably 'faking'". One can only wonder how much influence these labels have, both

positive and negative, in the minds of the readers. One might wonder, further, if the readers question the accuracy score or ask themselves "How was this score derived?" or "Could there be a reasonable explanation for either a high or a low score which would invalidate the score?"

The CPP goes on to report the test-taker's scores on several primary traits (such as "Emotional Intensity", "Assertiveness", and "Trust"), and then on additional performance traits (such as "Self-discipline to Efficiently Manage Time", "Ability to Be Diplomatic and Cooperative", and "Ability to Keep Positive Attitude"). The primary trait scores fall under headings of "Minimum Management Range", "Moderate Management Range", and "Maximum Management Range" (which are intended to tell the reader how much supervision or extra help the person will need in those particular areas), while the performance trait scores fall under headings of "Very Low", "Low", "Moderate", "High", and "Very High". The rest of the CPP report provides a huge amount of information about the meaning of the primary scales and what might be expected (or not expected) of the test-taker. When the tests of several CPP's are examined, however, it is clear that the body of the report is a collection of boilerplate material. When the investigator read the 14 profiles, the same text was found to be repeated over and over. It was apparent that there was a definite limit to the extent that the report could be individualized. The key question on the mind of this investigator was "How much does this report really tell me about this person's behavior on an ongoing basis?"

The Wonderlic Corporation reports high reliability for its CPP. Both the manual and the test report encourages test-givers not to base decisions solely on the results of this test. Thus, this investigation was not intended to examine the construction of the test itself, but the manner in which people use its results. It is clear that the Evaluators in this study were generally influenced by the test reports to perceive the Applicants more negatively than both the supervisors and even themselves when compared to the interview transcripts.

Employers continue to use tests such as the CPP all the time. The most logical reason that an employer would use this type of an instrument is to gain insight regarding the test-taker. "What kind of person is this?" might be the question on the mind of the test-giver. If one believes that the instrument can be trusted (something that is accomplished through smart marketing), one may come to see the instrument as a quick and easy way to screen job applicants (a chore that many employers do not like to do anyway). One may even put more faith in the results of the test than he or she actually realizes or intends.

Placing an unrealistic amount of faith in the results of a personality test could prove to be a costly mistake. The Evaluators in this study perceived the Applicants more negatively than the supervisors, or even themselves when compared to the interview transcripts. In a real-life situation, some of these Applicants may have been turned away when they actually would have been appropriate job candidates. The Omaha World Herald reported in its December

3, 1995 edition (Olson, 1995) that a survey conducted by the Greater Omaha Chamber of Commerce found that "Omaha has a serious labor shortage that is 'surprisingly broad-based'". The article went on to say that 637 employers reported that "63.5% of their job openings between July 1994 and June 1995 were 'hard to fill' because of a lack of qualified applicants." It would seem unfortunate, indeed, to turn away an otherwise qualified applicant on the basis of a personality test when qualified applicants are so hard to come by in the first place. The cost of advertising, recruiting, and screening job applicants can become enormous.

It is not this investigator's suggestion that employers should not use personality tests. It is not likely that this would occur. However, the investigator feels strongly that if an instrument of this type is used for employment purposes, or any purpose (many of these tests are used in the counseling setting as well), it should serve as a springboard for dialogue between the test-giver and the test-taker, and not the definitive answer to the question "Who is this person?"

Future studies could focus on how to use the tests more effectively. For example, a study could focus on the use of followup questions based on the results of the test and determine what differences exist in judgments made after the test but before the followup questions, and after the test and followup questions combined. One well-known Omaha company uses a test which does generate followup questions. However, the followup questions are never used, and the job applicant is never pursued, if his or her score falls below a certain

level. In effect, the very people who need the benefit of the followup questions do not receive it. Another study could examine which followup questions seem to generate the most accurate information. Future research could also focus on the combined use of a test and an interview to determine what differences exist between judgments made after the test but before the interview, and those made after the test and interview combined.

No matter what is studied in the future, the process of selecting people for jobs will always be a complex matter. People are individuals who do not necessarily behave the same way in all situations. Many variables are responsible for differences in the way we act. While one might be quite reserved in one situation or on one particular day, that same person might be outgoing or even boisterous in another situation or on another day. It does not seem prudent to try to reduce the process of selecting employees to a 30-minute test which produces a report that quite likely resembles the reports of numerous other people.

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Appendix A
The Informed Consent Forms



University of
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(402) 554-2727

IRB # **06A-96**

ADULT CONSENT FORM

THE USE OF PERSONALITY TESTS TO MAKE EMPLOYMENT DECISIONS

INVITATION TO PARTICIPATE

You are invited to participate in this research study. The following information is provided in order to help you to make an informed decision whether or not to participate. If you have any questions please do not hesitate to ask.

BASIS FOR SUBJECT SELECTION

You are eligible to participate because you are a supervisor at

Company located at

PURPOSE OF THE STUDY

The purpose of this study is to examine the use of personality tests to make employment decisions.

EXPLANATION OF PROCEDURES

The study will be conducted at _____ Company _____ You will be asked to provide information about the jobs of the "applicants" in order to create a job description and appropriate interview questions. Supervisors will also be asked to answer approximately six questions that will relate to the performance of the "applicants" on their jobs. Each question will ask that you pick from among five options.

POTENTIAL RISKS AND DISCOMFORTS

It is possible that answering questions about the performance of your employees may cause you to feel some discomfort.

POTENTIAL BENEFITS TO SUBJECT

There are no direct benefits to you as a subject.

POTENTIAL BENEFITS TO SOCIETY

Results obtained from this study may provide a greater understanding of the appropriate use and potential misuse of personality tests to make employment decisions. A benefit of this increased understanding is the possibility of not disqualifying a potentially good applicant for a job without first questioning the results of the test.

____Subject's Initials **X**

IRB # 069-96

You may choose not to participate.

COMPENSATION FOR PARTICIPATION

There is no compensation for participation.

ASSURANCE OF CONFIDENTIALITY

Any information obtained during this study which could identify you will be kept strictly confidential. The information obtained in this study may be published in scientific journals or presented at scientific meetings, but your identity will be kept strictly confidential.

RIGHTS OF RESEARCH SUBJECTS

Your rights as a research subject have been explained to you. If you have any additional questions concerning your rights as a research subject you may contact the University of Nebraska Institutional Review Board (IRB), telephone 402-559-6463.

VOLUNTARY PARTICIPATING AND WITHDRAWAL

You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigator or the University of Nebraska. Your decision will not result in any loss of benefits to which you are otherwise entitled.

DOCUMENTATION OF INFORMED CONSENT

YOU ARE VOLUNTARILY MAKING A DECISION WHETHER OR NOT TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE CERTIFIES THAT THE CONTENT AND MEANING OF THE INFORMATION ON THIS CONSENT FORM HAVE BEEN FULLY EXPLAINED TO YOU AND THAT YOU HAVE DECIDED TO PARTICIPATE HAVING READ AND UNDERSTOOD THE INFORMATION PRESENTED. YOUR SIGNATURE ALSO CERTIFIES THAT YOU HAVE HAD ALL YOUR QUESTIONS ANSWERED TO YOUR SATISFACTION. IF YOU THINK OF ANY QUESTIONS DURING THIS STUDY PLEASE CONTACT THE INVESTIGATOR. YOU WILL BE GIVEN A COPY OF THIS CONSENT FORM TO KEEP.

X _____
SIGNATURE OF SUBJECT DATE _____

IN MY JUDGMENT THE SUBJECT IS VOLUNTARILY AND KNOWINGLY GIVING INFORMED CONSENT AND POSSESSES THE LEGAL CAPACITY TO GIVE INFORMED CONSENT TO PARTICIPATE IN THIS RESEARCH STUDY.

SIGNATURE OF INVESTIGATOR _____ DATE _____

IDENTIFICATION OF INVESTIGATORS

PRINCIPAL INVESTIGATOR

Judi Biniamow, M.A. Candidate Off: 554-2764 H: 333-6937

Approved



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IRB # **069-96**
ADULT CONSENT FORM
THE USE OF PERSONALITY TESTS TO MAKE EMPLOYMENT DECISIONS

INVITATION TO PARTICIPATE

You are invited to participate in this research study. The following information is provided in order to help you to make an informed decision whether or not to participate. If you have any questions please do not hesitate to ask.

BASIS FOR SUBJECT SELECTION

You are eligible to participate because you are an employee of _____ Company located at _____

PURPOSE OF THE STUDY

The purpose of this study is to examine the use of personality tests to make employment decisions.

EXPLANATION OF PROCEDURES

The study will be conducted at _____ Company _____ You will be asked to complete a personality assessment device and a short interview. The personality assessment device consists of questions and takes approximately 30 minutes to complete. The interview will consist of 6 questions which will resemble typical employment interview questions.

POTENTIAL RISKS AND DISCOMFORTS

It is possible that answering questions on a personality test and in response to typical employment interview questions may cause you to feel some discomfort.

POTENTIAL BENEFITS TO SUBJECT

There are no direct benefits to you as a subject.

POTENTIAL BENEFITS TO SOCIETY

Results obtained from this study may provide a greater understanding of the appropriate use and potential misuse of personality tests to make employment decisions. A benefit of this increased understanding is the possibility of not disqualifying a potentially good applicant for a job without first questioning the results of the test.

____Subject's Initials

IRB #

069-96

ALTERNATIVES TO PARTICIPATION

You may choose not to participate.

COMPENSATION FOR PARTICIPATION

You will be paid \$10.00 at the completion of the personality test and interview.

ASSURANCE OF CONFIDENTIALITY

Any information obtained during this study which could identify you will be kept strictly confidential. The information obtained in this study may be published in scientific journals or presented at scientific meetings, but your identify will be kept strictly confidential.

RIGHTS OF RESEARCH SUBJECTS

Your rights as a research subject have been explained to you. If you have any additional questions concerning your rights as a research subject you may contact the University of Nebraska Institutional Review Board (IRB), telephone 402-559-6463.

VOLUNTARY PARTICIPATING AND WITHDRAWAL

You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigator or the University of Nebraska. Your decision will not result in any loss of benefits to which you are otherwise entitled.

DOCUMENTATION OF INFORMED CONSENT

YOU ARE VOLUNTARILY MAKING A DECISION WHETHER OR NOT TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE CERTIFIES THAT THE CONTENT AND MEANING OF THE INFORMATION ON THIS CONSENT FORM HAVE BEEN FULLY EXPLAINED TO YOU AND THAT YOU HAVE DECIDED TO PARTICIPATE HAVING READ AND UNDERSTOOD THE INFORMATION PRESENTED. YOUR SIGNATURE ALSO CERTIFIES THAT YOU HAVE HAD ALL YOUR QUESTIONS ANSWERED TO YOUR SATISFACTION. IF YOU THINK OF ANY QUESTIONS DURING THIS STUDY PLEASE CONTACT THE INVESTIGATOR. YOU WILL BE GIVEN A COPY OF THIS CONSENT FORM TO KEEP.

SIGNATURE OF SUBJECT

DATE

IN MY JUDGMENT THE SUBJECT IS VOLUNTARILY AND KNOWINGLY GIVING INFORMED CONSENT AND POSSESSES THE LEGAL CAPACITY TO GIVE INFORMED CONSENT TO PARTICIPATE IN THIS RESEARCH STUDY.

SIGNATURE OF INVESTIGATOR

DATE

IDENTIFICATION OF INVESTIGATORS

PRINCIPAL INVESTIGATOR

Judi Biniamow, M.A. Candidate Off: 554-2764 H: 333-6937

Approved



University of
Nebraska at
Omaha

College of Education
Counseling Department
Omaha, Nebraska 68182-0167
(402) 554-2727

IRB # 069-96

ADULT CONSENT FORM

THE USE OF PERSONALITY TESTS TO MAKE EMPLOYMENT DECISIONS

INVITATION TO PARTICIPATE

You are invited to participate in this research study. The following information is provided in order to help you to make an informed decision whether or not to participate. If you have any questions please do not hesitate to ask.

BASIS FOR SUBJECT SELECTION

You are eligible to participate because you are in a position to either occasionally or regularly participate in the process of hiring people for your company.

PURPOSE OF THE STUDY

The purpose of this study is to examine the use of personality tests to make employment decisions.

EXPLANATION OF PROCEDURES

You will be asked to read the personality profiles and the interview transcripts of three job applicants. You will then be asked to answer approximately six questions pertaining to each profile and each transcript.

POTENTIAL RISKS AND DISCOMFORTS

It is anticipated that there will be no risks or discomforts associated with this procedure.

POTENTIAL BENEFITS TO SUBJECT

There are no direct benefits to you as a subject.

POTENTIAL BENEFITS TO SOCIETY

Results obtained from this study may provide a greater understanding of the appropriate use of personality tests to make employment decisions.

ALTERNATIVES TO PARTICIPATION

You may choose not to participate

COMPENSATION FOR PARTICIPATION

There is no compensation for participation

____ Subject's Initials

IRB # 069-96

ASSURANCE OF CONFIDENTIALITY

Any information obtained during this study which could identify you will be kept strictly confidential. Information obtained in this study may be published in scientific journals or presented at scientific meetings, but your identity will be kept strictly confidential.

RIGHTS OF RESEARCH SUBJECTS

Your rights as a research subject have been explained to you. If you have any additional question concerning your rights as a research subject you may contact the University of Nebraska Institutional Review Board (IRB), telephone 402-559-6463.

VOLUNTARY PARTICIPATING AND WITHDRAWAL

You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigator or the University of Nebraska. Your decision will not result in loss of benefits to which you are otherwise entitled.

DOCUMENTATION OF INFORMED CONSENT

YOU ARE VOLUNTARILY MAKING A DECISION WHETHER OR NOT TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE CERTIFIES THAT THE CONTENT AND MEANING OF THE INFORMATION ON THIS CONSENT FORM HAVE BEEN FULLY EXPLAINED TO YOU AND THAT YOU HAVE DECIDED TO PARTICIPATE HAVING FULLY UNDERSTOOD THE INFORMATION PRESENTED. YOUR SIGNATURE ALSO CERTIFIES THAT YOU HAVE HAD ALL YOUR QUESTIONS ANSWERED TO YOUR SATISFACTION. IF YOU THINK OF ANY QUESTIONS DURING THIS STUDY PLEASE CONTACT THE INVESTIGATOR. YOU WILL BE GIVEN A COPY OF THIS CONSENT FORM TO KEEP.

SIGNATURE OF SUBJECT

DATE

IN MY JUDGMENT THE SUBJECT IS VOLUNTARILY AND KNOWINGLY GIVING INFORMED CONSENT AND POSSESSES THE LEGAL CAPACITY TO GIVE INFORMED CONSENT TO PARTICIPATE IN THIS RESEARCH STUDY.

SIGNATURE OF INVESTIGATOR

DATE

IDENTIFICATION OF INVESTIGATORS

PRINCIPAL INVESTIGATOR

Judi Biniamow, M.A. Candidate Off: 554-2764 H: 333-6937

Approved

Appendix B
Job Information Sheet

JOB INFORMATION SHEET

Name _____

Your title _____

Title of the job held by the three individuals who will serve as "applicants" (you may use a generic name if they all have different titles).

Please indicate in a brief sentence the purpose of this job. Another way to look at it is: "What do they get paid to do?" Or "How do you know when they have performed their job well?"

Please list 6 of their most important specific duties:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

What knowledge, skills, or special abilities do these people need to have to successfully perform the duties of their job.

Appendix C

Letter to Prospective Evaluators

Instructions to Evaluators

Judi Biniamow
15923 W. Dodge Rd., #1D
Omaha, NE 68118

(402) 333-2808 (business)

(402) 554-2764 (UNO)

«Name»
«Company»
«Address1»
«Address2»

Dear «Name2»,

I am a Human Resource Specialist nearing the completion of my Master's degree in Counseling. I am currently conducting research for my thesis which is titled "The Use of Personality Tests to Make Employment Decisions." My purpose in contacting you is to inquire if you (or others on your staff) would be willing to participate in this study. **I am looking for Human Resource professionals whose responsibilities regularly include interviewing and either recommending or hiring individuals for positions in the company.**

The job of the research participants will be to read a computer-generated personality profile as well as an interview transcript for three job applicants. There will be approximately six brief questions to answer after each personality profile and each interview transcript. It is estimated that the time it will take to read the information and answer the questions is 1 1/2 to 2 hours. This will be done in two segments: one segment for the interview transcript and one segment for the personality profile.

You will not be asked to go anywhere special to participate. The material will be delivered to you and will come with a self-addressed, postage-paid envelope to return to me. This project could be done in your office or at home. I would be very happy to provide details of this study after you have completed the evaluations.

I am hopeful that you will be interested in participating in this study! If so, please leave a message on my business number (333-2808) or my number at UNO (554-2764). I will call you back with additional information.

Thank you for taking the time to read my letter and consider this request. I look forward to speaking to you and hope that you will seriously consider participating in this research project!

Sincerely,

Judi Biniamow

Judi Biniamow
15923 W. Dodge Rd., #1D
Omaha, NE 68118

(402) 333-2808 (business)

(402) 554-2764 (UNO)

«Name»
«Company»
«Address1»
«Address2»

Dear «Name2»,

I am a Human Resource Specialist nearing the completion of my Master's degree in Counseling. I am currently conducting research for my thesis which is titled "The Use of Personality Tests to Make Employment Decisions." My purpose in contacting you is to inquire if you (or others on your staff) would be willing to participate in this study. **I am looking for individuals who have as part of their regular job the occasional responsibility of interviewing and either recommending or hiring individuals for jobs. I am specifically looking for people who do NOT perform this function regularly. In other words, the people I am seeking would be involved in the application screening process perhaps once a month or once every other month (for example, office managers, accountants, administrative assistants, department supervisors, etc.).**

The job of the research participants will be to read a computer-generated personality profile as well as an interview transcript for three job applicants. There will be approximately six brief questions to answer after each personality profile and each interview transcript. It is estimated that the time it will take to read the information and answer the questions is 1 1/2 to 2 hours. This will be done in two segments: one segment for the interview transcript and one segment for the personality profile.

You will not be asked to go anywhere special to participate. The material will be delivered to you and will come with a self-addressed, postage-paid envelope to return to me. This project could be done in your office or at home. I would be very happy to provide details of this study after you have completed the evaluations.

I am hopeful that you will be interested in participating in this study! If so, please leave a message on my business number (333-2808) or my number at UNO (554-2764). I will call you back with additional information.

Thank you for taking the time to read my letter and consider this request. I look forward to speaking to you and hope that you will seriously consider participating in this research project!

Sincerely,

Judi Biniamow

JUDI BINIAMOW
15923 W. Dodge Rd., #1D
Omaha, NE 68118

(402) 333-2808 (office)

(402) 554-2764 (UNO)

Dear Research Participant,

Thank you for agreeing to participate in my research project! I appreciate your time and interest in this study. As I mentioned in my original letter, if you would like some feedback on this study, I will be happy to do that once all the information has been returned and compiled. I believe that anyone who is involved in any way with the selection of employees will find this study interesting and informative.

Enclosed you will find the following:

1. A consent form which you should read, initial on the bottom, right-hand corner of the first page, and sign on the bottom of the second page.
2. The personality profiles of the job applicants who you will be evaluating. These profiles include: a SUMMARY DATA PAGE, which provides an accuracy index; a CPP SELECTION REPORT which also provides an accuracy index and, on some, provides management information; a JOB FACTOR COMPATIBILITY SHEET, which provides information about various traits; the CPP MANAGER'S SUPERVISORY REPORTS, which provides in-depth information about the 7 primary traits measured by this inventory; and if this a sales applicant, there will also be a CPP SALES MANAGER'S REPORT, which describes the same 7 primary traits from a strictly sales point of view. All references to the individuals' names and gender have been removed.
3. A questionnaire for each of the job applicants.
4. A stamped self-addressed envelope for your use in returning the consent form and questionnaires. You do not need to return the personality profiles.

When I receive your completed questionnaires, I will then send you the second half of the this study. Instructions will be included with that package.

Thank you again for your help! I look forward to meeting with any of you who wish to follow up on this study.

Sincerely,

Judi Biniamow

JUDI BINIAMOW
15923 W. Dodge Rd., #1D
Omaha, Nebraska 68118

(402) 333-2808 (business)

(402) 554-2764 (UNO)

Dear Research Participant:

Your response to the first part of this research project is greatly appreciated! This is the second and final part of the study. Enclosed you will find the transcripts of three job interviews. They have been transcribed verbatim with the exception that all identifying references have been removed. Following each transcript is a set of questions. Please review the transcripts, answer the questions and return to me in the envelope provided. You need not return the transcripts -- just the questions.

If you would be interested in receiving feedback regarding this study, please fill out the form below, and return it with the rest of your data. I am estimating that my study will be complete around February 1, 1996 at which time I will be happy to either mail you a summary of the study or meet with you in person.

Thank you again for your time and cooperation. I recognize the fact that you have diverted time from other important responsibilities to support this study, and I am grateful.

Best Wishes!

Judi Biniamow

_____ Please send me a summary of the study.

_____ Please make an appointment to review the study in person.

Name _____

Company _____

Address _____

Phone _____

Appendix D
A Representative CPP Profile

PF7

SUMMARY DATA PAGE

This page is provided as an extra copy of the CPP data. In the event the CPP Questionnaire or Report is lost, you have the data to rescore the test. You may wish to use this to cross check the accuracy of the data you entered. PLEASE DETACH AND FILE THIS PAGE !!!

Date.....10/17/1995
Administrator's Name....Judi Biniamow
Company/Branch.....UNO Research

Respondent's First Name..[REDACTED]
Respondent's Last Name..[REDACTED]
Respondent's Sex.....[REDACTED]

*****RESPONSES TO IDEAL/REAL, TRUE/FALSE QUESTIONS*****

1)T/F	12)T/T	23)F/F	34)T/T	45)F/F	56)F/F	67)T/T	78)F/F
2)T/F	13)T/T	24)F/T	35)T/F	46)F/F	57)T/F	68)F/F	79)F/T
3)T/F	14)F/T	25)T/F	36)T/T	47)F/F	58)F/F	69)F/F	80)T/T
4)T/T	15)F/T	26)F/T	37)T/F	48)F/F	59)F/F	70)F/T	81)F/F
5)T/T	16)F/F	27)F/T	38)T/T	49)F/F	60)F/F	71)T/F	82)F/F
6)T/T	17)F/F	28)T/T	39)F/F	50)T/T	61)F/F	72)T/F	83)F/T
7)T/T	18)T/T	29)T/F	40)F/T	51)F/T	62)F/F	73)T/F	84)F/F
8)T/T	19)T/T	30)F/F	41)F/F	52)F/F	63)T/T	74)F/F	85)F/F
9)T/F	20)T/F	31)T/T	42)T/F	53)T/T	64)T/T	75)F/T	86)F/T
10)T/T	21)T/F	32)T/F	43)F/T	54)F/T	65)T/T	76)F/F	87)T/T
11)T/F	22)T/F	33)F/T	44)F/T	55)T/T	66)F/T	77)F/T	88)T/T

*****CALCULATED (PERCENTILE) SCALE SCORES*****

	E	I	R	S	A	T	X
IDEAL	36	8	54	100	92	93	85
REAL	23	69	5	85	25	73	40

*****IDEAL/REAL MATCH PERCENTAGE*****

*** 59.091 % ***

*****CPP ACCURACY INDEX*****

*** 10 ***

High Accuracy = 7 to 10
Questionable Accuracy = 4 to 6
Low Accuracy = 0 to 3 (Probable 'Faking')

There are now 23 scorings left on this diskette.

P77

CPP SELECTION REPORT

SELECTION CHART FOR: [REDACTED]
 POSITION APPLIED FOR: Purchasing Agent

'I' Range - Indicates Minimum Management Time required.
 'A' Range - Indicates Moderate Management Time Required.
 Blank Areas - Indicate Maximum Management Time Required.
 <*> Indicates Applicant's Actual Percentile Score.

	0	10	20	30	40	50	60	70	80	90	100	SCORE
E Emotional Intensity			A <*>	A	I	I	A	A				23%
I Intuition		A	A	I	I	A	A <*>					69%
R Need for Recognition	A <*>	A	I	I	A	A						5%
S Sensitivity			A	A	I	I	A	A		<*>		85%
A Assertiveness			<*>				A	A	I	I		25%
T Trust			A	A	I	I	A	A <*>				73%
X Exaggeration	A	A	I	I	A <*>	A						40%

[REDACTED] had:
 0 score(s) in the Minimum Management Range:
 5 score(s) in the Moderate Management Range: E I R T X
 2 score(s) in the Maximum Management Range: S A

CPP-REPORT ACCURACY INDEX * 10 *

[REDACTED] has a HIGH Report Accuracy Index score. This indicates a frank and direct response to most of the CPP test items. Therefore, the scores on the CPP may be considered to be a good reflection of the applicant's personality.

PF7

CPP SELECTION REPORT
JOB FACTOR COMPATIBILITY

For [REDACTED]

VERY
LOW LOW MOD HIGH VERY
HIGH

----- MANAGEMENT PERFORMANCE TRAITS -----

Ability To Make Unpopular Decisions	51
Decisiveness To Act Without Precedent . . . . .	.33
Ingenuity To Create New Ideas . . . . .	.35
Ability To Motivate Others To Act . . . . .	.30
Vision To Plan Ahead On A Large Scale	42
Self-discipline To Efficiently Manage Time. . . . .	.23
Communicates With Frankness And Humility. . . . .	.65
Tolerance For Corporate Red Tape Or Politics. . . . .	.80
Delegates Responsibility Or Authority . . . . .	.78
Caution In Making Policy Commitments.	45

----- SALES PERFORMANCE TRAITS -----

Goal Oriented Drive Toward Immediate Results.	17
Insight To Perceive The Buyer's Needs . . . . .	.74
Ability To Close Sales Without Hesitation . . . . .	.37
Ability To Make New Contacts (Call Courage) . . . . .	.39
Overcomes Objections With Tact And Diplomacy.	51
Desire To Provide After-The-Sale Service. . . . .	.78
Desire To Compete And Win At All Costs.	19
Ability To Keep Positive Attitude (Optimism).	52
Ability To Control Emotional Ups And Downs. . . . .	.35
Ability To Handle Sales Rejection . . . . .	.32

----- ADMINISTRATIVE PERFORMANCE TRAITS -----

Tolerance To Stay At One Work Station . . . . .	.62
Desire To Conform To Management Objectives. . . . .	.77
Ability To Cope With Change And Disruption. . . . .	.24
Satisfaction To Stay At Job Level Attained. . . . .	.81
Ability To Be Diplomatic And Cooperative. . . . .	.78
Patience To Follow Detailed Instructions. . . . .	.70
Capacity To Follow Systems. . . . .	.71

CPP MANAGER'S SUPERVISORY REPORT
For XXXXXXXXXX

This Manager's Supervisory Report should not be depended upon as the sole means of evaluating an applicant's qualifications for a particular position within the organization. Such a decision should be based primarily upon information received from the personal interview, background history, and reference checks. This instrument is only a tool which should be used in conjunction with other established procedures.

	VERY LOW	LOW	MOD	HIGH	VERY HIGH
----- PRIMARY TRAITS -----					
Emotional Intensity. . . . .					.23
Intuition. . . . .					.69
Recognition Motivation			5		
Sensitivity To The Needs Of Others . . . . .					.85
Assertiveness. . . . .			.25		
Trust. . . . .					.73
Exaggeration (Good Impression)			40		
----- SECONDARY TRAITS * -----					
Ego Drive.			19		
Interpersonal Warmth . . . . .					.79
Stability.			51		
Empathy. . . . .					.74
Objectivity.			44		
Independence			45		
Aggressiveness . . . . .			.23		
Decisiveness			48		
Tolerance. . . . .					.78
Efficiency (Time Management)			49		

* See Administrator's/Interpreter's Guide For Complete Definitions Of Secondary Traits.

PF7

CPP PERCENTILE SCORES
FOR [REDACTED]

(E) EMOTIONAL INTENSITY (23%) It is the physical, mental or social energy which helps to determine the intensity or activity level. HIGH scoring individuals are intense, restless, and have difficulty tolerating monotonous routines. LOW scoring individuals are more routine, consistent, and even-paced.

(I) INTUITION (69%) This scale measures the degree to which one relies upon experience and feelings to make a decision. HIGH scoring individuals typically dislike detailed analysis of complex subject matter and avoid situations that require deep concentration or long-term memory. LOW scoring individuals use an analytical approach to problem solving and enjoy challenges that involve deep concentration or detailed analysis.

(R) RECOGNITION MOTIVATION (5%) It is the need for status, prestige, or acknowledgement. HIGH scoring individuals are motivated by status/prestige recognition and typically take pride in their social mobility. LOW scoring individuals are recognition independent. They are typically more interested in nature, music, science, or philosophy than status/prestige or social mobility.

(S) SENSITIVITY (85%) This scale describes the degree to which one expressively demonstrates the warmth and love for others. HIGH scoring individuals are actively involved in helping and nurturing others. LOW scoring individuals are more controlled and private. They believe that "familiarity breeds contempt" and typically avoid intimate, "know all", relationships.

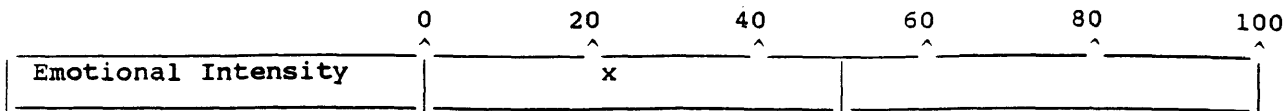
(A) ASSERTIVENESS (25%) This scale measures the ability to control the actions of others. HIGH scoring individuals can confidently assert themselves when necessary. LOW scoring individuals have difficulty saying "no" when confronting aggressive or authoritative people. They report that they are often too agreeable and too concerned about what others may think of them.

(T) TRUST (73%) It is the perception of the world around one. HIGH scoring individuals are open and trusting and see others as honest and trustworthy. They initially give others the "benefit of the doubt" until they are proven wrong. LOW scoring individuals are more private and skeptical and initially require others to "prove themselves".

(X) EXAGGERATION (40%) It is the degree to which the individual is exaggerating strengths or downplaying weaknesses in order to appear more favorable to the manager. This scale also helps to determine the accuracy of the results of the questionnaire. High scoring individuals are either intentionally or unintentionally presenting themselves in a favorable light regarding conformity, self-control, or moral values.

PF7

Personality Profile for [REDACTED]



GENERAL STATEMENT -- [REDACTED] lifestyle is unhurried, relaxed, predictable, and even-paced. [REDACTED] is described by others as patient, easy-going, and unexcitable. [REDACTED] places an emphasis on quality over quantity, accuracy over speed, and methods over results. [REDACTED] is patient and "plodding" when it comes to pursuing goals. [REDACTED] does not typically take on more responsibility than [REDACTED] can handle. Relaxation and leisure are usually more important than the constant pursuit of goals and challenges.

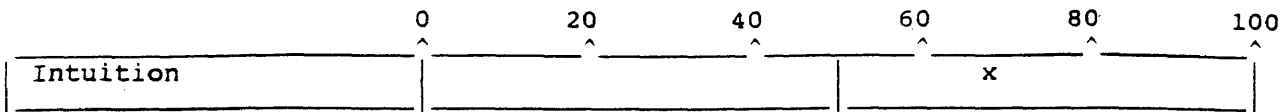
STRENGTHS -- [REDACTED] is patient, predictable, and consistent. [REDACTED] can handle routines and procedures even though there are not short-term goals or rewards available. If there are procedures which must be followed without individual interpretation, [REDACTED] will perform as expected. [REDACTED] does not typically get bored easily and, as a result, will remain with the same employer as long as the more basic security needs are satisfied. Expectations are usually minimal. [REDACTED] does not traditionally set goals too high and then strive to meet them. Goals are set realistically and performance is consistent and even-paced.

IMPROVEMENT OPPORTUNITIES -- [REDACTED] low emotional intensity level and lack of a "sense of urgency" often annoy people who are always in a hurry to complete a job or meet a deadline. Most importantly, [REDACTED] is not known as a quick-starter. Even under pressure, [REDACTED] will not typically accelerate quickly to meet production quotas. It is an even-paced effort which emphasizes the procedures and routines without an emphasis on results. Expect that this individual's work effort will be consistent and predictable. Productivity increases with time and experience.

SUPERVISORY RECOMMENDATIONS -- This individual's initial success would be more the result of good management than an intense, competitive drive to be successful. Due to [REDACTED] need for security and predictability, [REDACTED] would rather avoid the risk that is associated with taking the original initiative. [REDACTED] is best at following procedures which are established by management. Because of this fact, management should concentrate on specific instructions and detailed explanations which are designed to increase productivity over time. In addition, where management needs to reduce turnover, this relaxed, easy-going temperament should prove to be an asset. Studies have shown a relationship between turnover and high emotional intensity levels.

PF7

Personality Profile for [REDACTED]



GENERAL STATEMENT -- [REDACTED] is typically intuitive and non-analytical in the decision-making process. [REDACTED] prefers physical or social pursuits which do not require long-term memory or deep concentration. [REDACTED] gets bored with details of complex, technical subjects or problems and, as a result, takes the "broad brush" approach to problem solving. [REDACTED] prefers instinctive impulse to thoughtful meditation.

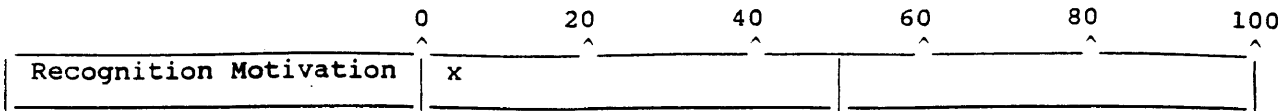
STRENGTHS -- Any individual that does not enjoy deep analysis or concentration will typically overcompensate with a high level of instinct or intuition. [REDACTED] is able to look at the broad picture (though [REDACTED] will probably miss much of the detail) and quickly evaluate its true purpose and meaning. Instinct and impulse broaden experience and awareness while too much analysis thwarts awareness of self and others. [REDACTED] self-awareness and knowledge of others is a profound asset. [REDACTED] has no problem with "tunnel vision". [REDACTED] can respond to situations with logic, objectivity and experience.

IMPROVEMENT OPPORTUNITIES -- [REDACTED] does not enjoy deep analysis or concentration and would rather learn through [REDACTED] experience and mistakes. As a result, efficiency can be lost. Organization is often thwarted by impulse and instinct. Many mistakes that could have otherwise been prevented result in decreased productivity. [REDACTED] can end up doing the same task over two or three times before it is finally complete. Here "an ounce of prevention could have been worth a pound of cure".

SUPERVISORY CONSIDERATIONS -- Management should concentrate on helping [REDACTED] with a more organized, efficient work effort. Supervision should be directed toward proper record keeping, educational advancement, and organization. It is most essential that [REDACTED] realize the significance of planning, organization, and analysis. Since none of these activities are considered priorities on his list, management must be totally responsible for progress in this area. It takes tact and diplomacy to teach personal discipline without smothering this individual. Organization and planning should be a daily habit, not an afterthought.

PF9

Personality Profile for [REDACTED]



GENERAL STATEMENT -- [REDACTED] has a relatively low need for recognition. [REDACTED] identity is independent of what others think of [REDACTED]. [REDACTED] is not motivated by status, prestige, acceptance or approval. [REDACTED] does not cater to the whims and fancies of others simply to impress them. [REDACTED] will not typically "go along with the crowd", and is not a "joiner" who depends upon groups or organizations for [REDACTED] identity. Goals are usually individually defined. If [REDACTED] were a golf professional, for example, [REDACTED] would always compete against the course and not the other players in the tournament. If [REDACTED] were an artist, [REDACTED] would paint by his own standards.

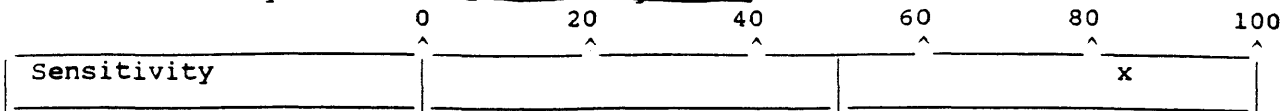
STRENGTHS -- [REDACTED] recognition independence allows [REDACTED] to make objective decisions which are not influenced by the politics of the moment. Unpopular decisions can be made as easily as the most popular ones. [REDACTED] is able to maintain control and is typically well respected by peers. [REDACTED] is able to discipline others and maintain personal discipline. As a result, [REDACTED] will typically evolve to some management position. This evaluative independence is a profound asset in any management position.

IMPROVEMENT OPPORTUNITIES -- [REDACTED] recognition independence makes [REDACTED] difficult to motivate toward management objectives that are not personal objectives. [REDACTED] is occasionally difficult to manage especially where close supervision is necessary. The fact that [REDACTED] will not cater to power or authority or try to impress management sometimes annoys managers who demand the respect of subordinates. Personal needs may not be satisfied by money or management objectives.

SUPERVISORY RECOMMENDATIONS -- Management must initially determine what motivates [REDACTED] and help [REDACTED] to meet [REDACTED] personal goals. Hopefully, management objectives will match personal needs and motivation can be maintained. It should be noted that recognition independence is a desired characteristic for a manager or supervisor. The ability to make decisions without worrying about personal popularity is essential in any management position. Management should keep [REDACTED] in mind whenever supervisory positions become available. In addition, management might be able to use a future supervisory position as an incentive for [REDACTED] to maintain high productivity.

PF7

Personality Profile for [REDACTED]



GENERAL STATEMENT -- [REDACTED] enjoys close, warm and completely open relationships and can easily understand and feel the pain that others suffer. When it comes to people who are less fortunate, [REDACTED] is compassionate, charitable, soft-hearted and caring. [REDACTED] seldom has problems expressing the loving and caring emotions and usually finds it easy to say the words "I love you". If someone has a problem, [REDACTED] is ready and willing to offer assistance, even if it is an inconvenience. It is best described as a "you" orientation as opposed to an emphasis on self.

STRENGTHS -- [REDACTED] ability to express this sensitivity is a profound attribute. This emotive form of warmth breaks down seemingly impenetrable barriers and opens up closed lines of communication. The one thing most people like to hear about is themselves. [REDACTED] has the ability to maintain this "you" orientation in any conversational exchange. As a result, [REDACTED] typically finds it too easy to make friends and difficult to find the time to meet all of their individual needs.

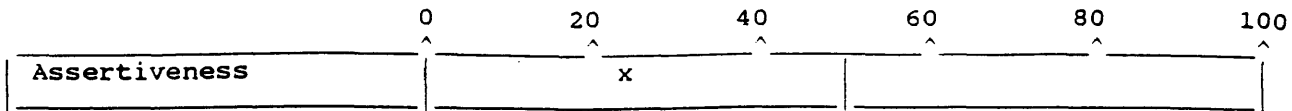
IMPROVEMENT OPPORTUNITIES -- High sensitivity to the needs of others can create a need for acceptance or approval when it is combined with a low level of Assertiveness (see following page). This individual would be susceptible to being taken advantage of and eventually being hurt. Others realize that this individual is seeking to please them -- and they take full advantage of it. In addition, this individual can become so wrapped-up in solving fellow employee's problems, that productivity can be jeopardized. This tendency to nurture others through their personal problems can often create other problems that are disruptive.

SUPERVISORY RECOMMENDATIONS -- This high degree of sensitivity and its resulting need for acceptance/approval should be supervised with an emphasis upon open and honest communication. [REDACTED] requires the same sensitivity to [REDACTED] needs that [REDACTED] provides others.

If management fails to communicate openly and honestly and maintains an aloof attitude to the needs of employees, [REDACTED] will find the situation intolerable. [REDACTED] will quickly lose respect for management where authoritative supervision is employed to control subordinate employees. "Tender Loving Care" will maintain [REDACTED] loyalty and dependability.

P. 7

Personality Profile for [REDACTED]



GENERAL STATEMENT -- [REDACTED] is typically nonassertive in interpersonal relationships. [REDACTED] is described by others as reluctant and inoffensive when it comes to communicating a viewpoint. [REDACTED] seldom has the capacity to act aggressive or dominant. Even under stress, this individual finds it difficult to impose upon others. [REDACTED] would rather be described as compliant than argumentative. Feelings of inferiority are not typically hidden beneath a coat of armor. Criticism from others is taken head on.

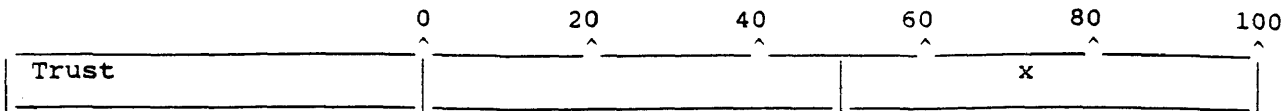
STRENGTHS -- This individual is usually tactful and diplomatic. Rather than challenging others, [REDACTED] avoids confrontation and seeks compromise whenever possible. As a result, this individual is usually comfortable to work with. In leadership positions where compliance and compromise are important, [REDACTED] should provide loyal, dependable support to upper-level management. It is important to note that individuals with low levels of assertiveness usually excel in service-oriented positions where social initiative is not a prerequisite and hard-sell techniques are not necessary.

IMPROVEMENT OPPORTUNITIES -- [REDACTED] will avoid confrontation even when it is necessary to solve a problem or defend a specific viewpoint. [REDACTED] is easily used by more assertive individuals who sense this inability to take a definite stand. Even after [REDACTED] is treated unfairly or taken advantage of, [REDACTED] avoids confrontation. In situations where firm decisiveness is required, [REDACTED] will rely too much on others. [REDACTED] can become overly concerned about offending others. In positions that demand an ability to control the actions of others, such as sales, [REDACTED] may find it difficult to close the sale. However, in a service sales position where closing is less important, [REDACTED] could use tact, diplomacy and compromise to make the sale.

SUPERVISORY RECOMMENDATIONS -- Studies have shown that proper training can improve assertiveness without creating authoritarian behavior. Assertiveness training courses are available in many continuing education institutions and psychological clinics. Management should first determine if this low level of assertiveness is decreasing productivity or efficiency and then take action through group training sessions. Group sessions typically have greater success than individual sessions due to the increased self-awareness that comes from learning about the problems of others.

PF7

Personality Profile for [REDACTED]



GENERAL STATEMENT -- [REDACTED] is typically open and trusting of the intentions of others. At times [REDACTED] is so trusting that [REDACTED] is described as naive or gullible. [REDACTED] sincerely believes that most people are genuinely concerned about the needs of others. [REDACTED] believes that others are honest and trustworthy and that most people would maintain their honesty even when they were not being watched. Even when it comes to an appraisal of fellow employees, [REDACTED] feels that most of them are honest and industrious and would seldom take advantage of the employer's generosity.

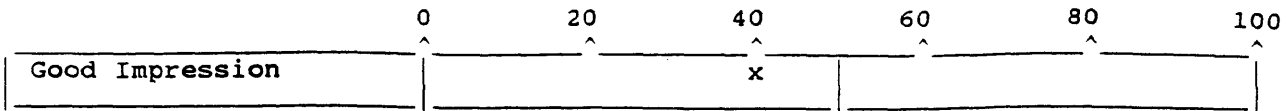
STRENGTHS -- This high level of trust gives [REDACTED] a very positive outlook on life. [REDACTED] is typically optimistic even when others are negative and critical. This sincere confidence in the integrity of others causes [REDACTED] to be open and trusting. As a result, others find [REDACTED] to be supportive and pleasing. Studies have shown that individuals who believe that others are compassionate and charitable are typically compassionate and charitable to others.

IMPROVEMENT OPPORTUNITIES -- This high level of trust and belief in others makes [REDACTED] vulnerable to manipulation. At times [REDACTED] is naive to the real intentions of others. In addition, there may be a lack of objectivity associated with this individual's overly trusting nature. The absence of a reality perspective can create problems when it comes to a complex social situation that demands knowledge of both the positive and negative sides of behavior. For example, a fellow employee may take advantage of [REDACTED] good nature by making [REDACTED] look responsible for wrongful acts that the fellow employee actually committed. As a manager [REDACTED] could be the victim of a subordinate's plot to takeover much of [REDACTED] authority.

SUPERVISORY RECOMMENDATIONS -- A high degree of trust in others can seriously distort reality. Management should be aware of this problem and attempt to help the individual maintain a reality perspective. When situations demand a critical analysis, management should help [REDACTED] see the negative side of the analysis. As a result, [REDACTED] will eventually become more objective in the decision-making process.

Personality Profile for [REDACTED]

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GENERAL STATEMENT -- The most difficult personalities to describe are those personalities that possess characteristics that are either inconsistent or moderate. The inconsistencies produce an inability to predict behavior while moderation produces indistinguishable characteristics that become difficult to identify. [REDACTED] is characterized by a moderate degree of exaggeration that is inconsistent and unpredictable. At times [REDACTED] will appear precise and forthright while at other times [REDACTED] will employ tact and diplomacy to avoid confrontation.

STRENGTHS -- A moderate degree of exaggeration can provide the positive mental attitude necessary to overcome criticism and rejection. [REDACTED] has the ability to reinterpret unacceptable behavior to seem more rational and acceptable. In addition, exaggeration can become an amusing form of expression. The bland becomes enriched and the insignificant has a place of importance. On the other hand, [REDACTED] moderate degree of exaggeration still allows a reality perspective to help maintain objectivity. When necessary, [REDACTED] can be forthright and honest in appraising self and others.

IMPROVEMENT OPPORTUNITIES -- At times [REDACTED] may cover up weaknesses and pretend they really don't exist. On the other hand, [REDACTED] may take on the opposite behavior and become self-critical. This moderate degree of exaggeration produces behavior from both extremes -- but in a diluted form. As a result, this moderation allows for versatility, and versatility is typically a healthy sign.

SUPERVISORY RECOMMENDATIONS -- Management should expect traditional ego defenses to be intact and operable. [REDACTED] will be able to rationalize away weaknesses; block out negative impulses; redirect the blame to others. On the other hand, there are times that [REDACTED] may appear too blunt, forthright and even self-critical. [REDACTED] behavior will not be easily predictable and therefore should not be of concern until it creates a specific problem. Moderation, when it applies to exaggeration, can often take on the best of both worlds without emphasizing either extreme.

Appendix E
The Interview Questions

Interview guide for: Accounts Receivable/Customer Order

Target areas:

- Basic math skills
- Computer and accounting skills
- Attention to detail
- Communication skills
- Customer relations skills

1. What math classes have you taken either in high school or in college? What were your grades in those classes?
2.
 - a.) Please describe the training and experience that you have had in bookkeeping or accounting.
 - b.) Please describe the training and experience that you have had in the use of computers especially with regard to bookkeeping or accounting duties.
3. Please select a process that you have been responsible for (meaning a duty that involved a series of steps) and explain:
 - a.) what the process was (what did you have to do)
 - b.) the steps you took to ensure that nothing was left undone
 - c.) the steps you took to ensure there were no errors made in the process
4. On a scale of 1-5, with 1 meaning "I would feel more confident if I improved my communication skills" and 5 meaning "I believe that I have excellent communication skills",
 - a.) rate your own communication skills
 - b.) explain how you picked that rating
 - c.) would your current or a previous supervisor agree with that rating?
5. I would like to hear about a time when you dealt with a particularly difficult customer. Please describe:
 - a.) the circumstances of that specific incident (what was going on)
 - b.) what made the customer so difficult
 - c.) how you handled the situation
 - d.) what the end result was
6. Have you ever had to go the extra mile to satisfy a customer?
 - a.) What were the circumstances?
 - b.) What did you do?

Interview Guide for: Customer Service/Inside Sales

Target areas:

- Technical Skills
- Practical Learning
- Timeliness
- Communication
- Team Work
- Customer Satisfaction

1. Please describe your training, experience, or skill in:
 - a.) the use of computers
 - b.) math
 - c.) mechanical
2. Think of the most complicated job you have ever done.
 - a.) What did you have to learn to be effective?
 - b.) How long did it take you?
 - c.) Which part of the job took the longest and why?
3. With regard to your current or a previous job, please describe a typical conversation with a customer including:
 - a.) the nature of the call (what are you talking about?)
 - b.) the nature of your response
 - c.) the action that is required of you as a result of this call (what do you have to do?)
 - d.) when you actually perform that action (when do you actually do it?)
4. On a scale of 1-5, with 1 meaning "I would feel more confident if I improved my communication skills" and 5 meaning "I believe that I have excellent communication skills",
 - a.) rate your own communication skills
 - b.) explain how you picked that rating
 - c.) would your current or a previous supervisor agree with that rating?
5. In your current or a previous job, please explain
 - a.) with what other departments you regularly work(ed)
 - b.) what is (was) the nature of your interaction (what do you need from them, what do they need from you?)
 - c.) how does this interaction affect your ability to get your job done?
6. In your current or a previous job, please explain in detail the steps you take (took) to ensure customer satisfaction.

Interview Guide: Inventory Manager/Purchasing Agent

Target areas:

Inventory management and computer skills
Organization skills (personal organization, time management, etc.)
Attention to detail
Analytical/problem solving skills
Interpersonal skills
Negotiation skills

1. a. Please describe the training and experience that you have had in the area of inventory management/control.
 b. Please describe the training and experience that you have had in the use of computers especially with regard to inventory management.
2. Please select a process that you have been responsible for (meaning a duty that involved a series of steps) and explain:
 - a.) what the process was (what did you have to do)
 - b.) the steps you took to ensure that nothing was left undone
 - c.) the steps you took to ensure there were no errors made in the process
3. Please describe a typical day on your current or a previous job.
4. Please describe the biggest problem that you have recently faced at work:
 - a.) what was the nature of the problem
 - b.) what steps did you take to solve the problem
 - c.) what was the result of your action
- 5.) I would like to hear about a time when you dealt with a particularly difficult customer. Please describe:
 - a.) the circumstances of that specific incident (what was going on)
 - b.) what made the customer so difficult
 - c.) how you handled the situation
 - d.) what the end result was
- 6.) Tell me about a time that you had to gain the cooperation of someone over whom you had no authority.
 - a.) what were the circumstances
 - b.) what was your relationship with the other person
 - c.) how did you approach the situation
 - d.) what was the result

Interview Guide for: Territory Manager

Target Areas:

- Communication skills
- Sales skills
- Interpersonal skills
- Sense of urgency
- Problem solving skills
- Mechanical aptitude
- Self motivated and Tenacious
- Love a challenge
- Drive to succeed

1. On a scale of 1-5, with 1 meaning "I would feel more confident if I improved my communication skills" and 5 meaning "I believe that I have excellent communication skills",
 - a) rate your communication skills
 - b) explain your understanding of communication skills
 - c) explain how you picked the rating you did
 - d) would your current or a previous supervisor agree with that rating?
2. In your current or a previous job, please explain
 - a) with what other departments you regularly work(ed?
 - b) what is(was) the nature of your interaction (what do you need from them, what do they need from you?)
 - c) how does this interaction affect your ability to get your job done?
3. In regards to your approach to sales:
 - a) please explain how you obtain new prospects
 - b) what steps do you take to make a sale?
 - c) please explain how your selling techniques differ from others
4. Please describe the biggest job-related problem you have faced recently?
 - a) what was the nature of the problem?
 - b) how was it affecting your ability to get your job done?
 - c) how did you handle the problem?
 - d) what was the end result?
5. Please describe a typical day on your job
6. Why did you choose this type of work?
 - a) What do you enjoy the most about it?
 - b) What do you enjoy the least?
 - c) What do you find the most frustrating?

Interview Guide for: Warehouse Staff

Target areas:

- Attention to detail
- Practical learning
- Decision making skills
- Vigilance
- Ability to deal with change and follow through
- Customer service orientation

1. Please select a process that you have been responsible for (meaning a duty that involved a series of steps) and explain:
 - a.) what the process was (what did you have to do)
 - b.) the steps you took to ensure that nothing was left undone
 - c.) the steps you took to ensure there were no errors made in the process
2. Think of the most complicated job you have ever done.
 - a.) What did you have to learn to be effective at that job?
 - b.) How long did it take you?
 - c.) Which part of the job took the longest and why?
3. In your current or a previous job, please describe:
 - a.) a decision that you regularly are (were) required to make on your own that affects (affected) either another department or someone outside of your company
 - b.) how you go (went) about making that decision
4. What is the most boring job you have ever had? Why was it boring?
5. In your current or a previous job:
 - a.) please describe one aspect of the job that was constantly changing
 - b.) how did that change affect your ability to get the job done?
 - c.) how did you respond to that change?
6. Have you ever had to go the extra mile to satisfy a customer?
 - a.) What were the circumstances?
 - b.) What did you do?

Appendix F
The Evaluators' Questions

Evaluator Questions
Accounts Receivable/Customer Order

The purpose of this position is to cover all areas of customer order processing from beginning to end.

The duties of this position include:

1. Accurate and efficient maintenance of customer data files.
2. Order processing.
3. Invoicing.
4. Cash collection and application.
5. Transaction files maintenance (journals, invoices, cash receipts, etc.).
6. Processing incoming and outgoing mail.

All questions can be answered by circling the number next to each question which best indicates how you feel about that question. For each question, the response categories are:

1. To a very little extent.
2. To a little extent.
3. To some extent.
4. To a great extent.
5. To a very great extent.

PLEASE RESPOND TO EVERY QUESTION. THANK YOU!

	<u>Little Extent</u>			<u>Great Extent</u>	
1.	To what extent do you think that this person will double check the details of his or her work to be sure that there are no errors?	1	2	3	4 5
2.	To what extent do you think that this person is able to:				
	a. listen carefully?	1	2	3	4 5
	b. communicate clearly and effectively with customers?	1	2	3	4 5
3.	To what extent do you think that this person will be able to deal with demanding customers:				
	a. in a professional manner?	1	2	3	4 5
	b. on a timely basis?	1	2	3	4 5
	c. without becoming flustered, anxious, or angry?	1	2	3	4 5
4.	To what extent do you think that this person will demonstrate				

		<u>Little Extent</u>			<u>Great Extent</u>
excellent customer service skills including:					
a.	responding as quickly as possible to the needs of the customer (putting the needs of the customer before his/her own/ working faster, skipping a break, staying late)?	1	2	3	4 5
b.	problem solving skills (looking for several solutions to a problem rather than giving up when the first one does not work)?	1	2	3	4 5
5. To what extent do you think that this person will demonstrate the following interpersonal skills:					
a.	team player: consideration for the feelings and needs of others; not needing to "do it all alone"?	1	2	3	4 5
b.	negotiation: the ability to be flexible when necessary and persuasive when necessary in order to achieve specific goals?	1	2	3	4 5
6.	To what extent do you think that you would pursue this person for this Accounts Receivable position?	1	2	3	4 5

If you would like to make any comments, please add them here:

Evaluator Questions
Customer Service/Inside Sales

The purpose of this position is to provide the best service to customers by providing product knowledge, pricing and availability information to customers; and working in harmony with outside sales representatives as well as internal and external customers.

The duties of this position include:

1. Responding to customer requests, inquiries, or complaints in a timely manner.
2. Processing orders received from customers and outside sales representatives.
3. Providing pricing and product availability information to customers.
4. Actively selling products and services.
5. Obtaining acceptable profit margins.
6. Learning about new products.

All questions can be answered by circling the number next to each question which best indicates how you feel about that question. For each question, the response categories are:

1. To a very little extent.
2. To a little extent.
3. To some extent.
4. To a great extent.
5. To a very great extent.

PLEASE RESPOND TO EVERY QUESTION. THANK YOU!

- | | <u>Little Extent</u> | | | <u>Great Extent</u> | |
|---|----------------------|---|---|---------------------|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. To what extent do you think that this person is capable of learning a new job duty using the following training procedure <u>one</u> time: explain the duty, demonstrate the duty, have the employee perform the duty? | | | | | |
| 2. To what extent do you think that this person is able to: | | | | | |
| a. listen carefully? | 1 | 2 | 3 | 4 | 5 |
| b. communicate clearly and effectively with customers? | 1 | 2 | 3 | 4 | 5 |
| 3. To what extent do you think that this person will demonstrate excellent customer service skills including: | | | | | |

		<u>Little Extent</u>			<u>Great Extent</u>	
a.	responding as quickly as possible to the needs of the customer (putting the needs of the customer before his/her own/ working faster, skipping a break, staying late)?	1	2	3	4	5
b.	problem solving skills (looking for several solutions to a problem rather than giving up when the first one does not work)?	1	2	3	4	5
4.	To what extent do you think that this person will demonstrate the following interpersonal skills:					
a.	team player: consideration for the feelings and needs of others; not needing to "do it all alone"?	1	2	3	4	5
b.	negotiation: the ability to be flexible when necessary and persuasive when necessary in order to achieve specific goals?	1	2	3	4	5
5.	To what extent do you think that this person possesses the qualities of a successful salesperson including:					
a.	the ability to present information clearly?	1	2	3	4	5
b.	the ability to persuade?	1	2	3	4	5
c.	the ability to gain the trust and confidence of others?	1	2	3	4	5
d.	the ability to persist in the face of rejection?	1	2	3	4	5
6.	To what extent do you think that you would pursue this person for this Customer Service/ Inside Sales position?	1	2	3	4	5

If you would like to make any comments, please add them here:

Evaluator Questions
Purchasing Agent

The purpose of this position is to coordinate inventory acquisition from suppliers. The person holding this job is responsible for all phases of inventory management, including how much to buy, when to buy, maintaining item records, and being the key contact with suppliers.

The duties of this position include:

1. Managing inventory levels on stock merchandise.
2. Purchasing merchandise for special orders.
3. Setting up and maintaining computer data records that control sell and buy costs.
4. Resolving discrepancies in product shipment and invoice amounts.
5. Maintaining accurate inventory cost records.
6. Working with suppliers to create additional profit opportunities (special deals or new products).

All questions can be answered by circling the number next to each question which best indicates how you feel about that question. For each question, the response categories are:

1. To a very little extent.
2. To a little extent.
3. To some extent.
4. To a great extent.
5. To a very great extent.

PLEASE RESPOND TO EVERY QUESTION. THANK YOU!

	<u>Little Extent</u>			<u>Great Extent</u>	
	1	2	3	4	5
1. To what extent do you think that this person will double check the details of his or her work to be sure that there are no errors?					
2. To what extent do you think that this person has problem-solving skills including:					
a. the ability to see a problem in its entirety and its separate parts?	1	2	3	4	5
b. the ability to generate a variety of possible solutions?	1	2	3	4	5
c. the ability to choose a course of action?	1	2	3	4	5
3. To what extent do you think that this person will demonstrate					

	<u>Little Extent</u>			<u>Great Extent</u>		
the following interpersonal skills:						
a.	team player:	1	2	3	4	5
	consideration for the feelings and needs of others; not needing to "do it all alone"?					
b.	negotiation: the ability to be flexible when necessary and persuasive when necessary in order to achieve specific goals?	1	2	3	4	5
4. To what extent do you think that this person will be well-organized including:						
a.	able to set priorities?	1	2	3	4	5
b.	able to plan ahead?	1	2	3	4	5
c.	able to stay with the plan until it is completed?	1	2	3	4	5
5. To what extent do you think that this person will be able to deal with demanding customers:						
a.	in a professional manner?	1	2	3	4	5
b.	on a timely basis?	1	2	3	4	5
c.	without becoming flustered, anxious, or angry?	1	2	3	4	5
6. To what extent do you think that you would pursue this person for this Purchasing Agent position?						
		1	2	3	4	5

If you would like to make any comments, please add them here:

Evaluator Questions
Territory Manager

The purpose of this position is to manage a designated territory by assuring that customers are provided the best service, support and products available in the marketplace.

The duties of this position include:

1. Actively promoting existing and new products.
2. Calling on assigned territory and increasing market penetration.
3. Systematically prospecting new accounts.
4. Working with sales manager on planning and budgeting within the territory.
5. Keeping inside sales, purchasing and accounting informed and updated.
6. Working with vendors on projects and quotes.

All questions can be answered by circling the number next to each question which best indicates how you feel about that question. For each question, the response categories are:

1. To a very little extent.
2. To a little extent.
3. To some extent.
4. To a great extent.
5. To a very great extent.

PLEASE RESPOND TO EVERY QUESTION. THANK YOU!

	<u>Little Extent</u>		<u>Great Extent</u>		
1. To what extent do you think that this person is able to:					
a. listen carefully?	1	2	3	4	5
b. communicate clearly and effectively with customers?	1	2	3	4	5
2. To what extent do you think that this person will demonstrate the following interpersonal skills:					
a. team player:	1	2	3	4	5
consideration for the feelings and needs of others; not needing to "do it all alone"?					
b. negotiation: the ability to be flexible when necessary and persuasive when necessary in order	1	2	3	4	5

		<u>Little Extent</u>			<u>Great Extent</u>
	to achieve specific goals?				
3.	To what extent do you think that this person possesses the qualities of a successful salesperson including:				
	a. the ability to present information clearly?	1	2	3	4 5
	b. the ability to persuade?	1	2	3	4 5
	c. the ability to gain the trust and confidence of others?	1	2	3	4 5
	d. the ability to persist in the face of rejection?	1	2	3	4 5
4.	To what extent do you think that this person has problem-solving skills including:				
	a. the ability to see a problem in its entirety and its separate parts?	1	2	3	4 5
	b. the ability to generate a variety of possible solutions?	1	2	3	4 5
	c. the ability to choose a course of action?	1	2	3	4 5
5.	To what extent do you think that this person is:				
	a. self-motivated (self-starting)?	1	2	3	4 5
	b. tenacious (able to stay with the plan of action until the goal is achieved)?	1	2	3	4 5
	c. well-organized (set priorities, plan ahead)?	1	2	3	4 5
6.	To what extent do you think that you would pursue this person for this Territory Manager/Outside Sales position?	1	2	3	4 5

If you would like to make any comments, please add them here:

Evaluator Questions
Warehouse

The duties of this position include:

1. Pulling product from the shelf.
2. Getting product ready for shipment.
3. Choosing the best method to ship the product.
4. Keeping the shelves stocked correctly at all times.
5. Making sure the customer gets billed correctly for any changes in the order.

All questions can be answered by circling the number next to each question which best indicates how you feel about that question. For each question, the response categories are:

1. To a very little extent.
2. To a little extent.
3. To some extent.
4. To a great extent.
5. To a very great extent.

PLEASE RESPOND TO EVERY QUESTION. THANK YOU!

	<u>Little Extent</u>			<u>Great Extent</u>	
1. To what extent do you think that this person will double check the details of his or her work to be sure that there are no errors?	1	2	3	4	5
2. To what extent do you think that this person is capable of learning a new job duty using the following training procedure <u>one</u> time: explain the duty, demonstrate the duty, have the employee perform the duty?	1	2	3	4	5
3. To what extent do you think that this person will demonstrate excellent customer service skills including:					
a. responding as quickly as possible to the needs of the customer (putting the needs of the customer before his/her own/ working faster, skipping a break, staying late)?	1	2	3	4	5
b. problem solving skills	1	2	3	4	5

Little Extent

Great Extent

(looking for several solutions to a problem rather than giving up when the first one does not work)?

- | | | <u>Little Extent</u> | | | <u>Great Extent</u> | |
|----|---|----------------------|---|---|---------------------|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 4. | To what extent do you think that this person will be satisfied doing repetitive duties (enjoy the job, feel motivated, not bored)? | | | | | |
| 5. | To what extent do you think that this person will adjust well to last minute changes in the routine (be able to change courses without becoming anxious, frustrated, or angry)? | | | | | |
| 6. | To what extent do you think that you would pursue this person for this Warehouse position? | | | | | |

If you would like to make any comments, please add them here:

Appendix G

A Representative Interview Transcript

QUESTION #1

I: a. Please describe the training and experience that you have had in the area of inventory management/control.

 b. Please describe the training and experience that you have had in the use of computers especially with regard to inventory management.

A: Over the past several years of my career as an inventory management person, purchasing specifically, it wasn't necessarily inventory management, I've taken American Management Association's course Principles in Purchasing. I've had training internally at several other employers. As far as computer training in past positions, minimal training in computer -- did order retrieval or data retrieval as opposed to order entry or computer entry in my past jobs. Have not had any formal training whatsoever in computer skills.

I: OK tell me a little bit more about the training that the company that you currently work for has provided you in the area of purchasing or inventory. You said you've done some in-service type of training.

A: The University of Nebraska at Omaha had a course called Principles of Purchasing which I participated in. It was a non-credit course, lasted 8-10 weeks and it was just -- if you needed an overview on management principles and purchasing. Nothing in depth on how to do it -- more of a conceptual idea -- in other words the intent to inventory control and purchasing for the company's bottom line. That's in essence what the course did. As for in-house employer training, there was none.

I: On the job?

A: None on the job. No formal seminars, no formal programs, handbooks, manuals on purchasing. They assumed that the department and their people who were hired were competent and had some background in the purchasing function. Naturally, when you go to a new company, hopefully, you have the skills to bring to that job and most organizations are going to give you new training in purchasing whatever job they hire you for.

I: OK, I'm not sure I'm hearing you exactly correctly. Are you saying you came to your current job with very little training and got very little training when you got here? And learned everything sort of as you went along? Did I miss something?

A: With the advent of the computer and the high tech (industry name) distribution programs, I had a little exposure to some of the fine tunings in the high tech things that we're doing in the organization. For openers, we had a keyboarding class that a lot of the employees were given the opportunity to attend -- which I did -- which had dramatic results for those of us who had little, if any, keyboarding skills.

We've also had individual weekly meetings that we attend from our department where we learn more computer type related things, how they relate to purchasing, how they relate to inventory management, how they relate to the overall company. So we are relatively attuned to the focus of the entire (industry name) distribution system. Had an opportunity about a year ago right now to go through a (company name) inventory management program which was excellent -- myself and a couple others went to this and had a good informational session at the seminar. Currently we have many opportunities within the company to have training. The company's fairly progressive in their desires to have their employees learn what they're doing as individuals and also how to incorporate that into the business environment.

I: So most of the training, if not all, has come from your current position.

A: With regards to computer technology, yes.

I: And the inventory management -- you've had a class.

A: Well, principles of purchasing -- I've had a class. Some JIT things, I've had some exposure to. Some SPC things which are quality control issues, I've had some classes and information on it in the past, yes.

I: Can you explain that a little bit more -- in the past?

A: Over the last ten years.

I: OK. On the job?

A: Yes, except for the principles of purchasing.

I: Alright. Anything else you would like to add to that question?

A: At one point in my career, I was a member of the National Association of Purchasing Management. And I also did some panel discussion work for the inventory control group early on in my career.

I: What does that mean?

A: At one time I was invited to sit on a panel for some purchasing people and some inventory people and answer questions about what we did as individuals on our job pertaining to purchasing and inventory control.

I: That would be interesting.

A: It was. Again, this was at the beginning of the transition from

just buying, moving into the more sophisticated inventory purchasing methods that are now available to the (industry name) distribution companies.

QUESTION #2

I: Please select a process that you have been responsible for (meaning a duty that involved a series of steps) and explain:

- a.) what the process was (what did you have to do)
- b.) the steps you took to ensure that nothing was left undone
- c.) the steps you took to ensure there were no errors made in the process

A: I guess my major responsibility that entails a number of steps would be to have the appropriate amount of inventory on hand at most times. What we have to do to insure that the product is here is, using the tools that are afforded us with the reports that we get, we'll go through those reports and purchase the quantities that are needed to be in the house to have for distribution. Monitoring that process to insure that product is here or not here, whichever the case may be if we don't need it -- if it's overstocked -- we then need to look at another report showing how long this material's been here or not here to determine what needs to be brought in. It's a multi-stepped process -- things that you intuitively can think about or use reports to generate information that will help the process.

Errors are always going to occur. We're not going to eliminate errors so there's nothing we can do to insure that errors aren't here. We have reports that tell us how we do with the turns on the product or the inventory. We have service level reports that show us how we were able to meet the customers' needs by having the product on the shelf and those are typically good measuring tools on how successful you are at having product in the building. Probably the main responsibility that I have is to make sure that that happens. There are a lot of other support things that go on to make that happen from the actual dollars and cents and accounting and accountability of things but the main function, as I perceive it and am graded on, so to speak, is the inventory turns and the service level for the product on hand.

I: OK so are you saying that you rely to a great extent on these reports that you get when you're wanting to make sure that you either have enough inventory, you don't have too much, it's here, it's not here -- you're looking to these reports.

A: Yes, because you can't remember all of that. You can't walk through the warehouse and look and say "I don't have this, I don't have that." You have to have some tool to bring up the numbers and some back past history to show you what's happened, what you can project to

happen.

I: OK, but the rest of what I'm looking for is if there is some sort of a system that you use to even look at the reports. In other words, every Friday do you have four reports laid out in front of you, that you know you're going to go through to check.

A: Yes.

I: That's what I'm looking for, what those steps are to make sure that you haven't forgotten anything.

A: Every day, I get stock requirement reports for various vendors that we stock, and go through those reports looking at the past history on that item using that report -- then make the decision and the computer helps you make that decision of whether to purchase the product or not. I think we have to blend the computer information that is given there with what we can actually see is the usage and make those decisions. We kind of put the technology and the human concept together at the same time.

I: In terms of errors, you say "Well, there are always going to be errors" and that's true because people are human. What would an error be in your job -- having too much, having too little, not having it?

A: Probably be both.

I: OK and are you saying that there is no process that you can go through to make sure that you don't find yourself in that position where you're ...

A: Sure, we do that every day on these requirement reports.

I: OK, so we're back to the reports.

A: Right and those reports -- if the parameters that the computer has programmed into them are incorrect -- it's the old "garbage in, garbage out" theory -- so consequently the parameters that are in there need to be good information or it comes out you could conceivably have problems. And there are occasionally problems of having too much, not enough, nothing. That's the nature of the beast. mean, that's the way it is. It's a fact of life.

I: Alright. Anything else you want to add to that?

A: No, but we ... Yeah one other thing. In order to have that stock report come out -- we are also -- let's see, I guess I need to say the word "I" as opposed to "we" -- it's my responsibility to make sure that some of those parameters that go into the computer are correct, whether we have 2 on the shelf and the computer knows that, it then tells me,

instructs me to maybe buy 4 pieces. But if we see the usage is wrong, that information is incorrect so those parameters need to be changed. That's also part of my responsibility to make sure the parameters -- do the "garbage in" correctly. So there's a lot of facets to -- what comes out on those reports are impacted by a lot of stuff that I put into it.

I: So that's really important that you put the right information into it.

A: That is correct. Yes it is. Yes it's very important.

I: Well, you're right, computers don't think yet and they're only as good as what we put into them.

A: Certainly are helpful though because you couldn't go through this manually and make those decisions. It would be impossible.

I: There was a time when people did that.

A: They're the Kardex types.

I: Yes. Don't you think there was a time when people, before the paper, or computers, or anything, when people were wheeling and dealing and knowing what was going

A: Absolutely.

I: Just right out of their head.

A: Absolutely. Other organizations tell you that when you walk through their house and look around and say "I need to buy 10 barrels of this or 4 barrels of that" or whatever, and still do that. I'm not sure it's efficient. I'm not sure they know what their costs are, what their warehousing requirements are ... exactly. But it's still done. I think the computer is a marvelous tool.

QUESTION #3

I: Please describe a typical day on your current or any previous job.

A: A typical day involves getting to the office early and leaving late. It's a typical day. A typical day has got a lot of diversity because we are a service department. I have many customers. I have all the customers that are in the building. I'm interrupted by a constant stream of traffic. Typically, come in and go through all of these requirements reports which means I have to review purchases for the day on "x" number of vendors -- that could be anywhere from 10 to 30 to 40 vendors with many, many items in each vendor's line. Review the lines, cut the po's, and we have to key the orders in -- that's part of this keyboarding business we talked about. Also have responsibility for

making sure the invoices are what they in fact -- that they are correct and they match their purchase orders.

I: Are you saying the invoices from the companies where you purchased?

A: That is correct. I am responsible to make sure that the payables invoices match up to the purchasing price so they are correctly paid. I'm not responsible for paying the bill but making sure the costs are correct. An incredible amount of detail which I'm not going to try to even begin to try to explain to you how this all happens -- I'm not sure if I can. We have reports where invoices to our customers are not priced or costed, and that terminology means the selling price vs. the buying cost, and if either one of those numbers in the equation are not available to our receivables people to invoice them, I'm responsible for putting those costs in there either by finding somebody and saying "How much do you want to sell them for?" or just putting a number in there and making sure the cost is correct. Again, sometimes those things are difficult to come up with. Also responsible for any discrepancies that may occur in that cost with the vendor, I have to correct that. I'm responsible for any discrepancies where the material comes in that is not the same as what we ordered, if it came off the banana boat in Guam, I'm responsible to identify that. Talk to vendors, get costing, get po's, talk to the counter salespeople, get the sales staff support -- the information they need from pricing, availability, about anything they need to know pertaining to -- get that data for them. In the course of the day, we have orders, emergency meetings, some type of a shipment -- we are constantly breaking whatever we're doing to do those things. Special projects always happen from management and people in the building. So a typical day is not real typical.

I: But perhaps there is a routine that is constantly being interrupted.

A: There's routines that are always being interrupted. Probably one of the most frustrating things in the marketplace is the interruptions, but again that's the way it is in today's marketplace. A typical day is buying, accounting, taking care of discrepancies, special projects.

I: That kind of summarizes it.

A: Yeah. But all of this -- a lot of things go into that -- a lot of time consuming activities -- investigative reporting on what's happened to a problem. Probably the most frustrating part is getting some of these things that take a lot of time and energy to ferret out what's happened. At the end, typically it's not my error or the accountant's error, it's just happened. And if it's the vendor, then I'm responsible -- it's my responsibility to correct that problem.

I: So you're doing that while you're trying to do all the other things that need to be done.

A: Exactly. And as I perceive it, the important things for me to do are my buying, making sure that the right stuff is there at the right time, making sure that the cost is correct, and the other stuff is peripheral. But because we are a service department, purchasing is, we need to respond fairly rapidly and with some show of enthusiasm to get these projects taken care of.

I: Do you ever go home with your job and do you ever think at night about something that maybe you should have gotten ordered that day?

A: I - I - yes. I don't take my job home - never have - made a point to do that. Never. But I regularly think of things that I need to do or make a mental note to make sure the next day to check on this or have (name) check on this or (name) check on that. Yes. I do take that home, but I make a point not to share that with my family.

I: It could become overwhelming.

A: Yes, I won't do that.

QUESTION #4

I: Please describe the biggest problem that you have recently faced at work:

- a.) what was the nature of the problem
- b.) what steps did you take to solve the problem
- c.) what was the result of your action

A: Probably the biggest problem I've had recently ... we had recently lost a product line because this vendor decided for whatever reason that (company name) wasn't going to be its point of distribution. It was a good product line, profitable product line and the problem is we can't buy it from the folks any more, the customers still wanted the product and so we were kind of caught in the trap of what we're going to do. A relatively major problem for the entire organization.

What we had to do to resolve what we're going to do is we did several things. Number one we had no choice but to say "OK we can't buy this product from the folks. The organization that dropped us was professional in their dealing and gave us adequate time to try to resolve some of our internal problems. We consequently got our outside sales personnel talking to their customers who use the product in a big way and got some firm commitments from our customers and purchased product long term to hold them over while we tried to figure out what the alternate plan B product would be for these folks. We're still in the process of trying to identify all the things we can do to get this

product line and how we can buy it. We have sent back to this organization products that we had on hand on our shelf that we no longer wanted or needed so we eliminated inventory in that respect and sent it back to them. As of right now, today, the product line we can't obtain, we're trying to buy it from the group that bought that company out. At this point, we're not being very successful on getting a good pricing structure so we can buy it. I think we're going to have access to the product but not at a good price. And that's a really current, as we speak, today problem.

I: So that situation is kind of in limbo.

A: Right now it's in limbo.

I: And what has been your role in trying to resolve this dilemma?

A: I've been talking with the salespeople and inside sales staff to try to get a handle on what we can buy, and what we're going to pay for it. As we speak, they're going to fax us information in the next couple of days because we don't know. Management, however, on both sides of the equation -- we no longer buy from these people. It's that simple. "We're not going to sell to (company name)" and vice versa. But in reality we still can buy from them, but it's going to be at an escalated price.

I: So the people who actually do the work are pulling the ropes and making things happen and the people in management have sort of washed their hands of it.

A: No, they haven't washed their hands of it, but the reality is the vendor says "You can't buy this as a distribution group" and the distribution group is saying "Fine you can't sell it as a profitable thing." In the trenches, our outside salespeople are saying "My customer needs this. What are we going to do?" So we're kind of being the middle person again ... that's our job. That's our job to try to satisfy the customers on a short term basis while someone in our organization identifies another product we can take these customers to. But in the meantime we don't want to lose the customer and have to satisfy their needs. Not at all costs but we have to satisfy them -- get them over the hump to another vendor. It's one of those things you have to be diplomatic, nice, and also somewhat firm -- you have to be up front with the customer. There's a real fine line on where our authority ends and begins and that type of thing. So it's time to be real cautious.

QUESTION #5

I: I would like to hear about a time when you dealt with a particularly difficult customer. Please describe:

a.) the circumstances of that specific incident (what was going

on)

- b.) what made the customer so difficult
- c.) how you handled the situation
- d.) what the end result was

A: Most contacts are not with sales, so consequently I don't have a real vendor or customer who's particularly difficult to deal with. We're in a situation now, and you have to remember we've got to keep personalities out of this --- we've got a situation where another (product) vendor took away a product line from us very unprofessionally. They just said "You don't have the line any more, that's it." And I found out about it before anybody else because somebody in their group faxed me the letter before it was mailed to our organization. So that was the first part of their unprofessional strategy. They cut us off fairly rapidly. They had some very stringent requirements on sending back the product we had in stock, were not generous to us in getting product back to them in a cost-effective manner. The person that we're dealing with is a person who's called me many times since this cutoff has happened but I never met him prior to that. He never called me before. So after we sent the product back, we're having some dollar and cents questions on -- they think it's "x" number of dollars, I think it's "x" number of dollars, and our accounting people are kind of caught in the middle until we get this problem resolved. Now we're not talking major dollars and cents here but I had got kind of what we sent back and what I feel we should be credited for. This person is not quite at that same number. So we're trying to negotiate a number there to come up with a satisfactory result for both of us. Because they were difficult, they were a bit arrogant in taking the product line away from us and very abruptly, with little, if any, notice, and the decision was made at a fairly low level. I feel no real urgency.

I: You haven't come together.

A: Haven't come together.

I: What is your plan?

A: Let him come to us. At this point, we still have the upper hand. They have the product but we still have some accounts payable things that are hanging out there that we haven't paid so I'm kind of in control of the program. They can get nasty naturally and do some credit stuff and I won't let that happen, but I'll probably wait until the end of the month before I make a decision, and anyway we're not talking major dollars and cents. We're talking close enough that we're 4 or 5 hundred dollars off, so we're not talking big money. But I feel that it's important that I try to capture those dollars for our organization as opposed to letting them go to the other organization. So that's where it's at right now. It's kind of a waiting game.

I: So there isn't really any result at this point.

A: No, at this point there aren't any results.

I: Although you have had some success, you say, in widdling down that figure you're coming closer together.

A: Yes, we're getting much closer to what we sent back. But at this point there's no results.

I: Sounds like you deal with lot of sticky things.

A: It's the nature of the beast. The purchasing/inventory management group in most organizations deal with a diverse group of business associates and colleagues and there's a lot of diversity in our dealings. We don't just have to deal with an outside customer, we don't just have to deal with a vendor. We deal with a lot of people. It's good. It's a wonderful area to be in because you don't get bored.

QUESTION #6

I: Tell me about a time that you had to gain the cooperation of someone over whom you had no authority.

- a.) what were the circumstances
- b.) what was your relationship with the other person
- c.) how did you approach the situation
- d.) what was the result

A: This is a very specific driven question. However, to be very candid, I think we have to do this on a daily basis with most people. When you are not in a supervisor position, you have to gain the cooperation of everyone you work with to get something done. So consequently, I really don't know how to answer the question.

I: Well, you could even go back to the situation that you were just talking about and perhaps explain how you were able to get from way out here where you were this far apart with that company on your payable figure to being within 4 or 5 hundred dollars. That was something you had to negotiate. Or you might have to negotiate or gain the cooperation of somebody to give you a deal. You talked earlier about the idea of cutting deals with companies -- that is one of the things that you do in your daily routine.

A: One of our major vendors we deal with and one of the major items that we buy from that vendor is a high turnover, high cost item that we're currently making not very much profit. I have little or no control over how they price their goods and I have little or no control over how we sell this product. So the cost and the profit margin has been going together very rapidly very recently. This week I had an opportunity to talk to one of their regional warehouse people who just happened to have

a goodly portion of this stock available to buy. They offered me a deal and I turned the deal down. I wanted a better deal so to speak from them and asked them if they would go to their people -- make them feel a little more important than I knew they were. So I had a camaraderie with them all of a sudden. The psychological -- you have to play this game all the time.

And this person went back to her national group and said I have a customer who would give us this many dollars for what we're selling - will you take it? And after a couple of days they did and it was like a 15% reduction with what we're currently doing. So that's a situation where I needed the cooperation of this person to go to bat for us to go someplace else to get the number approved. And that's essentially a personality game. You have to deal with people. You certainly can't be abrupt.

I: So your approach, if I understand that correctly, was to attempt to let her feel like she was the important player ...

A: Absolutely, you have to do that, be it her or anybody else. You have to let people feel important. And this has been my -- one of my strengths -- I think it's very important that we allow people to feel good about themselves and typically they'll do a lot more for us when I have better rapport. The result was good. We had a good result. We got a good discount. And that's what we're all about. We're trying to get a fair price and sell for a fair profit margin. And that's part of the whole responsibility that we have with our organization. So we tend to have these encounters on a regular basis dealing with people in the company. You don't typically tell somebody to do something and it works out much better. In this situation, it worked out real well. The person felt comfortable going to bat for us because I gave her kind of a quasi-commitment that I would buy 10,000 pounds of the product if she got this price I asked her for and she did that. It was good for her and it was good for us.

I: It was a win-win.

A: Exactly.

Appendix H
The Supervisors' Questions

Supervisor Questions
Accounts Receivable/Customer Order

All questions can be answered by circling the number next to each question which best indicates how you feel about that question. For each question, the response categories are:

1. To a very little extent.
2. To a little extent.
3. To some extent.
4. To a great extent.
5. To a very great extent.

PLEASE RESPOND TO EVERY QUESTION. THANK YOU!

		<u>Little Extent</u>			<u>Great Extent</u>	
1.	To what extent does this person double check the details of his or her work to be sure that there are no errors?	1	2	3	4	5
2.	To what extent is this person able to:					
	a. listen carefully?	1	2	3	4	5
	b. communicate clearly and effectively with customers?	1	2	3	4	5
3.	To what extent is this person able to deal with demanding customers:					
	a. in a professional manner?	1	2	3	4	5
	b. on a timely basis?	1	2	3	4	5
	c. without becoming flustered, anxious, or angry?	1	2	3	4	5
4.	To what extent does this person demonstrate excellent customer service skills including:					
	a. responding as quickly as possible to the needs of the customer (putting the needs of the customer before his/her own/ working faster, skipping a break, staying late)?	1	2	3	4	5
	b. problem solving skills (looking for several solutions to a problem rather than giving up	1	2	3	4	5

Little Extent

Great Extent

when the first one does
not work)?

5. To what extent does this person
demonstrate the following
interpersonal skills:

a.	team player:	1	2	3	4	5
	consideration for the feelings and needs of others; not needing to "do it all alone"?					
b.	negotiation: the	1	2	3	4	5
	ability to be flexible when necessary and persuasive when necessary in order to achieve specific goals?					

6. If this position was currently 1 2 3 4 5
available and this person was
not currently employed, to what
extent do you think that you
would pursue this person for
this job using the knowledge
that you now have about him
or her?

If you would like to make any comments, please add them here:

Supervisor Questions
Customer Service/Inside Sales

All questions can be answered by circling the number next to each question which best indicates how you feel about that question. For each question, the response categories are:

1. To a very little extent.
2. To a little extent.
3. To some extent.
4. To a great extent.
5. To a very great extent.

PLEASE RESPOND TO EVERY QUESTION. THANK YOU!

	<u>Little Extent</u>			<u>Great Extent</u>	
1.	1	2	3	4	5
To what extent is this person capable of learning a new job duty using the following training procedure <u>one</u> time: explain the duty, demonstrate the duty, have the employee perform the duty?					
2.					
To what extent is this person able to:					
a.	1	2	3	4	5
listen carefully?					
b.	1	2	3	4	5
communicate clearly and effectively with customers?					
3.					
To what extent does this person demonstrate excellent customer service skills including:					
a.	1	2	3	4	5
responding as quickly as possible to the needs of the customer (putting the needs of the customer before his/her own/ working faster, skipping a break, staying late)?					
b.	1	2	3	4	5
problem solving skills (looking for several solutions to a problem rather than giving up when the first one does not work)?					
4.					
To what extent does this person demonstrate the following interpersonal skills:					
a.	1	2	3	4	5
team player:					

		<u>Little Extent</u>			<u>Great Extent</u>
	consideration for the feelings and needs of others; not needing to "do it all alone"?				
b.	negotiation: the ability to be flexible when necessary and persuasive when necessary in order to achieve specific goals?	1	2	3	4 5
5.	To what extent does this person possess the qualities of a successful salesperson including:				
a.	the ability to present information clearly?	1	2	3	4 5
b.	the ability to persuade?	1	2	3	4 5
c.	the ability to gain the trust and confidence of others?	1	2	3	4 5
d.	the ability to persist in the face of rejection?	1	2	3	4 5
6.	If this position was currently available and this person was not currently employed, to what extent do you think that you would pursue this person for this job using the knowledge that you now have about him or her?	1	2	3	4 5

If you would like to make any comments, please add them here:

Supervisor Questions
Purchasing Agent

All questions can be answered by circling the number next to each question which best indicates how you feel about that question. For each question, the response categories are:

1. To a very little extent.
2. To a little extent.
3. To some extent.
4. To a great extent.
5. To a very great extent.

PLEASE RESPOND TO EVERY QUESTION. THANK YOU!

	<u>Little Extent</u>			<u>Great Extent</u>	
	1	2	3	4	5
1. To what extent does this person double check the details of his or her work to be sure that there are no errors?					
2. To what extent does this person have problem-solving skills including:					
a. the ability to see a problem in its entirety and its separate parts?	1	2	3	4	5
b. the ability to generate a variety of possible solutions?	1	2	3	4	5
c. the ability to choose a course of action?	1	2	3	4	5
3. To what extent does this person demonstrate the following interpersonal skills:					
a. team player: consideration for the feelings and needs of others; not needing to "do it all alone"?	1	2	3	4	5
b. negotiation: the ability to be flexible when necessary and persuasive when necessary in order to achieve specific goals?	1	2	3	4	5
4. To what extent is this person well-organized including:					

		<u>Little Extent</u>			<u>Great Extent</u>	
a.	able to set priorities?	1	2	3	4	5
b.	able to plan ahead?	1	2	3	4	5
c.	able to stay with the plan until it is completed?	1	2	3	4	5
5.	To what extent is this person able to deal with demanding customers:					
a.	in a professional manner?	1	2	3	4	5
b.	on a timely basis?	1	2	3	4	5
c.	without becoming flustered, anxious, or angry?	1	2	3	4	5
6.	If this position was currently available and this person was not currently employed, to what extent do you think that you would pursue this person for this job using the knowledge that you now have about him or her?	1	2	3	4	5

If you would like to make any comments, please add them here:

Supervisor Questions
Territory Manager

All questions can be answered by circling the number next to each question which best indicates how you feel about that question. For each question, the response categories are:

1. To a very little extent.
2. To a little extent.
3. To some extent.
4. To a great extent.
5. To a very great extent.

PLEASE RESPOND TO EVERY QUESTION. THANK YOU!

		<u>Little Extent</u>			<u>Great Extent</u>		
1.	To what extent is this person able to:						
	a. listen carefully?	1	2	3	4	5	
	b. communicate clearly and effectively with customers?	1	2	3	4	5	
2.	To what extent does this person demonstrate the following interpersonal skills:						
	a. team player:	1	2	3	4	5	
	consideration for the feelings and needs of others; not needing to "do it all alone"?						
	b. negotiation: the ability to be flexible when necessary and persuasive when necessary in order to achieve specific goals?	1	2	3	4	5	
3.	To what extent does this person possess the qualities of a successful salesperson including:						
	a. the ability to present information clearly?	1	2	3	4	5	
	b. the ability to persuade?	1	2	3	4	5	
	c. the ability to gain the trust and confidence of others?	1	2	3	4	5	
	d. the ability to persist in the face of rejection?	1	2	3	4	5	

		<u>Little Extent</u>			<u>Great Extent</u>	
4.	To what extent does this person have problem-solving skills including:					
a.	the ability to see a problem in its entirety and its separate parts?	1	2	3	4	5
b.	the ability to generate a variety of possible solutions?	1	2	3	4	5
c.	the ability to choose a course of action?	1	2	3	4	5
5.	To what extent is this person:					
a.	self-motivated (self-starting)?	1	2	3	4	5
b.	tenacious (able to stay with the plan of action until the goal is achieved)?	1	2	3	4	5
c.	well-organized (set priorities, plan ahead)?	1	2	3	4	5
6.	If this position was currently available and this person was not currently employed, to what extent do you think that you would pursue this person for this job using the knowledge that you now have about him or her?	1	2	3	4	5

If you would like to make any comments, please add them here:

Evaluator Questions
Warehouse

All questions can be answered by circling the number next to each question which best indicates how you feel about that question. For each question, the response categories are:

1. To a very little extent.
2. To a little extent.
3. To some extent.
4. To a great extent.
5. To a very great extent.

PLEASE RESPOND TO EVERY QUESTION. THANK YOU!

	<u>Little Extent</u>			<u>Great Extent</u>	
1.	To what extent does this person double check the details of his or her work to be sure that there are no errors?	1	2	3	4 5
2.	To what extent is this person capable of learning a new job duty using the following training procedure <u>one</u> time: explain the duty, demonstrate the duty, have the employee perform the duty?	1	2	3	4 5
3.	To what extent does this person demonstrate excellent customer service skills including:				
a.	responding as quickly as possible to the needs of the customer (putting the needs of the customer before his/her own/ working faster, skipping a break, staying late)?	1	2	3	4 5
b.	problem solving skills (looking for several solutions to a problem rather than giving up when the first one does not work)?	1	2	3	4 5
4.	To what extent is this person satisfied doing repetitive duties (enjoy the job, feel	1	2	3	4 5

		<u>Little Extent</u>			<u>Great Extent</u>	
	motivated, not bored)?					
5.	To what extent does this person adjust well to last minute changes in the routine (able to change courses without becoming anxious, frustrated, or angry)?	1	2	3	4	5
6.	If this position was currently available and this person was not currently employed, to what extent do you think that you would pursue this person for this job using the knowledge that you now have about him or her?	1	2	3	4	5

If you would like to make any comments, please add them here:
